

Inspection of Budehaven Community School

Valley Road, Bude, Cornwall EX23 8DQ

Inspection dates: 30 April to 1 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Sixth-form provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Budehaven is a true community school. Many pupils come from a generation of families that have previously attended this school. They are proud to be a pupil here. The school is warm and welcoming. Staff are aspirational for what pupils have the potential to achieve. Pupils respond well to this encouragement. In their response to Ofsted's Parent View, many parents used the word 'thriving' to describe their child's experience at the school.

Pupils benefit from many opportunities beyond the academic curriculum. For example, pupils visit the theatre, go on trips to London and Spain and engage in fundraising activities. Pupils choose from a range of extra-curricular activities which extend their talents and interests. These include Latin, space club, various sports teams, philosophy and parts in school productions.

Pupils learn the attributes needed to be a successful leader. They take on roles, such as being a sports ambassador, library helper or form representative. Many pupils aspire to become a prefect or head student. Students in the sixth form take on responsibilities as part of the enrichment programme. For example, they become mentors and act as reading buddies for younger pupils. In all year groups, pupils are proud to have a leading role in the school community.

What does the school do well and what does it need to do better?

Pupils at Budehaven receive a good quality of education. They follow a broad curriculum that is well planned and carefully sequenced. The number of pupils entered for the suite of subjects known as the English Baccalaureate does not meet the government's ambition. However, this proportion of pupils is slowly increasing. The school values and encourages pupils to study an ambitious curriculum, which includes modern foreign languages.

Subject leaders consider the local relevance of their subject, such as 'What it means to be Cornish' in the English curriculum. However, they are also ambitious to broaden pupils' knowledge of the wider world, such as through field trips as part of the geography curriculum. Teachers have expert knowledge of their subjects and how to teach it. They present new information clearly to pupils. However, at times, teaching does not check pupils' understanding carefully enough.

Since the previous inspection, the school has made improvements to the support in place for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND have their needs identified quickly. Teachers use the detailed information they receive about individual pupils and their needs to plan how best to support them to follow the curriculum successfully. The school have set up 'The Haven' to provide support for some pupils with SEND, as well as pupils who struggle to manage their behaviour or attend school full time. It is a calm and friendly environment. Pupils follow an appropriate curriculum which has an emphasis on the core subjects. Although this support is in its early stages, it has led to an increase in how regularly

such pupils attend school. They engage more readily with their schoolwork as a result.

Reading is at the centre of the school's curriculum. Pupils, who struggle with reading, follow a well-planned, bespoke programme of support. Pupils have regular opportunities to read in school. Across different subjects, reading and the teaching of vocabulary is built into the expectations of the curriculum.

Staff have high standards for pupils' behaviour. Most pupils meet these expectations consistently. Staff manage a busy school site effectively. Pupils are friendly and courteous. They show positive attitudes towards their learning. Although there has been an improvement in the attendance of pupils overall, a significant number do not attend school regularly enough.

Pupils learn about the importance of fundamental British Values, such as democracy. They give examples of how they are relevant to their lives. Pupils have a mature understanding of the protected characteristics. They identify these in the texts they read during tutor time, for example. Pupils consider the importance of equality and diversity thoughtfully.

Pupils, and students in the sixth form, benefit from high-quality careers advice and guidance. They also participate in planned opportunities to experience the world of work. The personal development programme is age appropriate and relevant to pupils. For example, pupils in Year 7 learn about self-esteem and the importance of hygiene. Students in the sixth form consider ways to keep themselves safe in different contexts and learn about how to drive responsibly.

Governors act on their responsibilities for staff wellbeing. Leaders value staff and are considerate of their workload. Many complete external qualifications to extend their expertise in a specific area of education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, checks on how well pupils understand the curriculum are not precise enough. As a result, some pupils have gaps in their knowledge or develop misconceptions which persist. The school should ensure that assessment checks carefully what pupils know and remember over time.
- Overall, pupils do not attend school regularly enough, particularly disadvantaged pupils. As a result, a significant number of pupils do not learn the full curriculum and are therefore not well prepared for their next steps. The school should

continue to build on and embed the approaches that are starting to show some success in improving pupils' attendance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112045
Local authority	Cornwall
Inspection number	10322201
Type of school	Secondary Comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1154
Of which, number on roll in the sixth form	139
Appropriate authority	The governing body
Chair of governing body	Laura Mead
Headteacher	Dominic Wilkes
Website	http://www.budehaven.cornwall.sch.uk
Dates of previous inspection	16 and 17 May 2023, under section 8 of the Education Act 2005

Information about this school

- The school is a Foundation school. It is part of The Bude Communities' Schools' Trust.
- The school uses four registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, other senior leaders, the special educational needs and/or disabilities co-ordinator, subject leaders and members of the governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, geography, physical education and design and technology, including food technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online survey for parents and carers, Ofsted Parent View, including free-text comments. Inspectors also considered responses to the staff survey and responses to the survey for pupils.

Inspection team

Kelly Olive, lead inspector	His Majesty's Inspector
Andrew Lovett	Ofsted Inspector
Anna Mills	Ofsted Inspector
Sarah Parsons	Ofsted Inspector
Gill Hickling	Ofsted Inspector

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