

INSPECTION REPORT

BUGLE PRIMARY SCHOOL

Bugle, St Austell

LEA area: Cornwall

Unique reference number: 111888

Headteacher: Mr Pat Trathen
Acting Headteacher: Mrs Jenny Coleman

Lead inspector: Geoff Burgess

Dates of inspection: 5th to 8th July 2004

Inspection number: 255651

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	199
School address:	Fore Street Bugle St Austell Cornwall
Postcode:	PL26 8PD
Telephone number:	01726 850420
Fax number:	01726 850420
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Burningham-Mott
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

This is a seven class village primary school situated on a busy trunk road in the middle of the village of Bugle in the china clay district of Cornwall near St Austell. The number on roll has been around 200 in the past five years with most children coming from the village. A significant seventeen per cent come from a well established traveller community in the area. Very few other pupils have ethnic backgrounds other than British and the percentage of pupils who qualify for free school meals is average. However, income levels in the area are low with much seasonal unemployment and many pupils have just one parent looking after them. Traveller children tend to move away and return on a regular basis, otherwise movement in and out of the school during the school year is broadly as expected. The number of pupils on the special needs register is higher than usual with six having statements. Most children who attend the school have attended some form of pre-school education mainly in the separately funded and managed early years group hosted by the school. Attainment on entry is well below average especially in language development. For the current academic year the headteacher has been on secondment. His place has been taken by the deputy as acting head. During the inspection both were in school. The school has a Healthy Schools Award and was accredited as an 'Investor in People' in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23708	Geoff Burgess	Lead inspector	Mathematics, Information and communication technology, Music, Physical Education.
9644	Mike Whitaker	Lay inspector	
21992	Jean Newing	Team inspector	Areas of learning for children in the Foundation Stage, Geography, History, Religious Education, Personal, social and health education, Special educational needs.
27333	Richard Selby	Team inspector	English, Science, Art and design, Design and Technology,

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with many strengths, most notably in its caring ethos and concern for the needs of each individual child. It provides good value for money.

The school's main strengths and weaknesses are:

- Pupils of all abilities are achieving well.
- Teaching is good and sometimes very good with teaching assistants making a very good contribution to learning.
- The school provides a good range of learning opportunities and ensures that all pupils are able to join in with, and succeed in, them.
- Pupils are encouraged to become very well behaved, confident and enthusiastic learners who thoroughly enjoy and care for their school.
- Staff do all they can to ensure that pupils are able to do their best in a safe environment and the school works very well with parents and the community in the best interests of the children.
- Very good leadership by the head, continued by the acting head, and very good management over the years, have seen the school gain a well deserved reputation for the quality of the care and education it provides.
- Standards in information and communication technology (ICT) in the older classes are below what is now expected.

Since the last inspection, the school has made very good Improvement in almost all aspects of its work including its ethos, the learning environment, the quality of teaching, support and care for the full range of pupils, attitudes to learning, achievement, and the way the school is led and run.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	B	C	C
Mathematics	B	B	C	C
Science	A	A	B	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall achievement is good. Children in their foundation year are achieving well and most will attain the goals children are expected to reach by the end of reception. Standards in Year 2 are now average with reading and mathematics the stronger subjects and pupils achieving well in Years 1 and 2. Pupils in Years 3, 5 and 6 are achieving well, but those in Year 4 have not done as well this year. Standards in Year 6 are below average, notably in writing but, as in previous years, these pupils have made good progress in their time at Bugle School. Standards in other subjects are generally similar to those seen in other schools except in ICT in Years 3 to 6 where they are not as good. The school makes very good provision for pupils' personal development, notably in their social, moral and cultural development, ensuring that

each is able to join in confidently with all the school's activities. **Boys and girls have developed very good attitudes to school and their work.** Behaviour and relationships are very good throughout the school and pupils are always ready to work with their classmates and take any responsibility offered. However, despite the school's best efforts, levels of attendance remain well below average.

QUALITY OF EDUCATION

Bugle Primary School provides a good quality of education. Teaching overall is good with well trained teaching assistants making a very good contribution, especially in supporting pupils who need extra help or support. This, plus well matched, interesting activities and pupils' very good behaviour and keenness to learn, ensures that learning is almost always good. Staff provide a good range of learning opportunities in and out of school for boys and girls of all ages and abilities. Provision for special educational needs is very good. An appropriate weight is given to literacy and numeracy but limitations in equipment have inhibited the quality and range of provision in ICT. The quality of care the school provides for its pupils is very good with every effort made to make the school a safe, welcoming and healthy environment for all children. The school has an active and positive partnership with parents and the local community for the benefit of the children. Of particular note in this context is the school's very constructive relationship with traveller families, and support for the pre-school group which it hosts.

LEADERSHIP AND MANAGEMENT

The school continues to be very well led and managed in the capable hands of the acting head with regular and consistent support from the 'real' head who is currently helping out another school. Together, they have shown the vision, energy and determination to make necessary significant improvements to the learning environment, provision and expectations over the years. Their combined leadership has been very good and the school is very well managed thanks to the efforts of the whole staff team. Day to day management is very efficient and user friendly and the school's finances are managed efficiently and monitored closely to ensure value for money. Governors provide strong support and are made very aware of, and are involved in, the developments and activities of their school. **Governors make a good contribution to the governance of the school** and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school, especially the quality of teaching, the progress their children are making and the openness of all staff to their questions or concerns. Pupils are very happy with their school, feel they work hard on interesting activities and particularly appreciate the help and support they get from all the adults who work with them.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is to:

- Make it possible for older pupils to spend sufficient 'hands-on' time working with computers to enable them to achieve the standards now common in other schools, and use information and communication technology as a learning tool.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is good. Standards in reading, writing and mathematics are much improved in Year 2 but are well down in Year 6. However, these children have made good progress from a very low base when they started school.

Main strengths and weaknesses

- Children in the Foundation Stage who started school with below average attainment have progressed to average in the reception class.
- Standards in Year 2 in reading, writing and mathematics are the best they have ever been and are now up to average.
- Pupils in Year 6 have made good progress over time but standards are well below average.
- Achievement in Year 4 has not been as good as in the rest of the school and, until recently, was unsatisfactory.
- Standards in information and communication technology (ICT) are below what is now expected in the older classes.

Commentary

1. Results achieved by seven-year-olds in national tests in the past have been consistently well below average in reading, writing and mathematics with mathematics the stronger subject and writing the weaker in most years although much improved in 2003. The achievements of eleven-year-olds have been much better over the years especially in mathematics and science which until 2003 had been regularly well above average. Results in 2003 were generally down, although still average in English and mathematics and above in science. However, the data shows that those pupils who were present for tests at seven and eleven made a well above average improvement over the four years to 2003.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	14.2 (14.4)	15.7 (15.8)
Writing	13.7 (11.1)	14.6 (14.4)
Mathematics	15.7 (15.4)	16.3 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.2 (27.7)	26.8 (26.8)
Mathematics	26.8 (27.8)	26.8 (26.7)
Science	29.5 (29.6)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. Children in the reception class have made good progress from a low base over the year and most have reached, or are reaching, the early learning goals in all areas of learning as the end of the year approaches. The school's focus on raising standards in Years 1 and 2 has resulted in overall good achievement in these classes in reading, writing and mathematics. Most pupils in Year 2, having achieved slightly below average results in national testing, but have continued to improve, and are now working at average levels in each. A key factor in this has been the work the school does with its traveller children and those who find learning difficult, in raising their self esteem and expectations. Many of these children have made very good progress over the year. They achieve well against the targets of their individual education plans even though they do not reach the same standard as their peers. This represents a very good improvement overall, notably since the last inspection when national test results were well below average in both Year 2 and Year 6.

3. Overall achievement in literacy, numeracy and science in Key Stage 2 (Years 3 to 6) has been good this year although pupils in Year 4 have made less progress than those in Years 3, 5 and 6. The school has recognised this and is taking appropriate steps to put it right. Standards in Year 6 are well below average. However, the school's records and national test evidence show that this year group has actually achieved well from a low base since these children started school. Pupils' work shows that Year 6 pupils have made notably good progress over the past year in literacy and numeracy.

4. Boys and girls in the Foundation Stage and in Years 1 and 2 are working at expected levels in ICT. However, a history of problems with equipment, not fully resolved, has meant that pupils in Years 3 to 6 do not have the skills or understanding now regularly observed in other schools. Standards in other subjects are broadly as expected with strengths where teachers have particular expertise.

Pupils' attitudes, values and other personal qualities

Very good provision for all aspects of personal development ensures pupils have very positive attitudes, values and behaviour.

Main strengths and weaknesses

- Very good attitudes to learning enable pupils to engage well in class.
- Very good provision for pupils' social and cultural development helps children to take a full part in society.
- The school's high expectations of behaviour are achieved well and enable all pupils to participate in learning.
- Very good relationships between all members of the school community contribute to the happy, caring ethos.
- The school is working very hard, in co-operation with other agencies, to bring below average attendance levels up to the highest levels possible.

Commentary

5. The school provides a stimulating environment along with many enjoyable experiences which ensure that pupils enjoy coming to school. Travellers show the same enthusiasm as their peers and are fully integrated into the school. The same high expectations of behaviour are evident in each class and pupils respond very positively to the incentives used. Most children in

reception have achieved the early learning goals in this area, although their skills at the beginning of the year were underdeveloped. Pupils are friendly, polite and confident when talking in front of the class and to visitors. Pupils in all classes are active learners, interested in school life and show a real desire to learn.

6. Very good relationships are strengths of this school where inclusion has excellent features. All teachers know their pupils very well and nurture their strengths. Teaching assistants have a very important role and many relate very effectively with the most vulnerable pupils, ensuring that each child is a successful learner. The school works very hard to encourage pupils to take responsibility for their own actions and to feel good about themselves. The 'Word of the Week' used in assemblies and personal, social and health education (PSHE) is particularly effective. The Buddy System works well in the playground and helps all pupils to be fully included.

7. Very good provision for pupils' spiritual, moral, social and cultural development has improved significantly since the last inspection. Assemblies are varied and frequently involve pupils. Religious education lessons give pupils good opportunities to think about beliefs and values and how these affect the way we treat other people. Pupils are given good opportunities to work in groups in many areas of the curriculum. They are happy to 'have a go' because they know their efforts will be appreciated and that if they are wrong they will receive help. Cultural development is very evident in literacy, art and music, and in the very attractive displays around the school.

8. At 92 per cent, the school's attendance rate is well below the national average for primary schools despite the best efforts of the school. Several factors are involved:

- A very small number of children with whom the education welfare officer is in regular contact have very poor attendance records;
- Parents engaged in seasonal holiday work cannot take holidays during school holidays;
- The school has a significant minority of travellers (in the order of 17 per cent) whose traditional way of life gives rise to pupils' absences.

The school co-operates very well with the education welfare officer and with the Traveller Education Support Service over attendance. The school is rightly proud that traveller attendance at Bugle, at 87.7 per cent, is the highest in the county.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.6
National data	5.4

Unauthorised absence	
School data	1.4
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
157	3	0
4	0	0

Mixed – any other mixed background	1	0	0
No ethnic group recorded	3	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for all its pupils

Teaching and learning

Teaching and learning are consistently good with very good teaching in several classes, notably in numeracy and literacy.

Main strengths and weaknesses

- Consistently good teaching is making it possible for all pupils to achieve well.
- Very effective teaching assistants make a strong contribution to learning.
- Teachers plan interesting and relevant activities well matched to the learning needs of the great majority of pupils who respond with interest and enthusiasm.
- Pupils make a very good contribution to their own learning by their enthusiasm, confidence, very good behaviour and ability to work independently, and together, when necessary.

Commentary

9. At the time of the last inspection teaching was said to be mainly good with strengths in the younger and older classes. Few lessons were either very good or unsatisfactory. As can be seen from the table below, during the inspection over 85 per cent of lessons observed were at least good with over 25 per cent very good and none unsatisfactory. This represents a significant improvement in the quality of teaching which has been much enhanced by the priority the school has given to appointing, training and making best use of a generous number of very conscientious and effective teaching assistants.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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0	7	15	4	0	0	0
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The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

10. A great deal of work has been done over the years on improving all the structures and procedures which support good teaching and learning to very good effect. Examples of the range of improvements which have had a positive impact on learning include:

- The substantial improvements made to the facilities and resources throughout the school;
- The very effective implementation of the literacy and numeracy strategies and the adoption of their planning structures, and national schemes of work in other subjects which have provided an agreed planning and lesson structure to ensure consistency, continuity and coverage;
- Assessment procedures have been developed to provide good, well used information to assist teachers in planning work and setting targets and pupils to know how well they are doing. This area was unsatisfactory at the time of the last inspection;
- The acquisition of interactive whiteboards in most classes has made it possible for teachers to present visual material in ways which engage and interest pupils and save time;
- A bigger emphasis on making learning more interesting and relevant by providing stimulating activities and relating work in many subjects;
- A major focus on improving pupils' self esteem, expectations and behaviour so that pupils can make the fullest contribution to their own learning;
- The substantial increase in the number of teaching assistants and the enhancement of their role especially in supporting pupils with extra needs and in the Foundation Stage;
- Performance management procedures have added further rigour to the monitoring of teaching, and continuing professional development arrangements have a high profile in the school.

11. As a result of all this activity, there is a great consistency of approach to learning throughout the school and high, but realistic, expectations across the board. However, it should be noted that work completed by pupils in Year 4 earlier in the year does not reflect the consistency of approach and high expectations noted in all other classes.

12. Pupils with special educational needs are quickly identified and make good progress in relation to the targets of their individual education plans. Support in the classroom is very well focused. Teachers plan well matched activities to meet pupils' needs and well qualified teaching assistants make a valuable contribution to pupils' learning, usually in the classroom, but sometimes, appropriately, in a quiet or special place to best meet the needs of the child. Provision for special needs is very good.

The curriculum

The school provides a good, enriched range of learning opportunities.

Main strengths and weaknesses

- The well planned mainstream curriculum is enriched by good activities, visits and opportunities designed to stimulate interest and make learning enjoyable.
- Opportunities are taken to develop links between subjects to make learning coherent.
- The curriculum is celebrated in a range of attractive, informative, and sometimes interactive, displays throughout the school.

- The information and communication technology curriculum is weak in the older classes and not enough use is made of ICT in other curriculum areas.

Commentary

13. At the time of the last inspection the school was judged as providing a broad and balanced curriculum, meeting all statutory requirements. The current provision reflects the substantial improvements made since then making very good use of national initiatives. The individual subjects in the curriculum are very well planned and as a consequence lessons are well focused. Teachers' subject knowledge is good and this benefits provision, work is challenging and is well adapted to the needs of the different abilities of children within the school. The school has single age classes, and work in these classes is set at appropriate levels.

14. Very effective strategies are in place for teaching literacy and numeracy, and other subjects benefit from a similar approach. The well balanced personal, social and health education curriculum supports children and learning in the school. Subjects and areas of learning are often linked appropriately to enhance learning. Pupils who find learning difficult are quickly identified and are well catered for. Teachers modify interesting activities to meet pupils' needs, supplying good resources at appropriate levels. The school is very aware of its responsibility to educate the whole child and those who are not so gifted academically are positively encouraged to develop their strengths, perhaps in sport or art. All pupils have ready access to the whole curriculum.

15. The school works hard to make good use of curriculum enrichment and extracurricular activities. Years 1 and 2 have visited Newquay Zoo and Charlestown. Older children have had a wide range of opportunities with activity visits and a residential visit to the Isles of Scilly giving the opportunity for outdoor education and material for future learning across the curriculum. Alternative experiences were arranged for those not able to participate in this visit. A number of cross-curricular focus weeks have been organised in the school, with varied themes covering The Aztecs, Myths and Legends and, this year, an investigative science week. Throughout the year, good use is made of the local area, and during the inspection Year 2 pupils made use of the school grounds. A good range of visitors, including the local police talking about aspects of citizenship, sports coaches and an African drumming group, have enlivened the curriculum. Pupils in Years 3 to 6 have access to a range of after school activities.

Care, guidance and support

The school provides a very high standard of care for its pupils based on a thorough knowledge of their academic and personal development. Personal and emotional support is of a very high order. A strength of the school is its attention to the needs of the individual pupil.

Main strengths and weaknesses.

- Strong trusting relationships enable pupils to go to any member of staff for help or support.
- Good monitoring systems enable the school to know how well pupils are doing.
- Very good provision is made for pupils who find learning difficult.
- The school's very good care for pupils' physical and emotional needs contributes significantly towards enhancing pupils' self esteem.

- Procedures for involving pupils in the life of the school are good; pupils feel that they have a voice and that they are valued members of the school community.

Commentary

16. Very good procedures for ensuring pupils' safety and welfare are much improved since the last inspection. All adults in school are conscious of their responsibility for children's wellbeing and much quiet, unobtrusive kindness was observed. The headteacher as the designated person for child protection purposes has a very good working relationship with other child care agencies in the area, and all staff, including support staff, are aware of the action to be taken in cases of concern. Pupils are made aware of personal hazards by visits from the community police officer and school nurse and by visits to 'Hazards Alley' (a personal safety exhibition) at St Austell Fire Station. There is a strong emphasis on healthy living in the school. Participation in sport, an emphasis on a healthy diet - the school has a Healthy Schools Award - and even lessons in therapeutic massage figure in the school timetable.

17. All the necessary health and safety procedures are in place. A committee of the governing body has oversight of health and safety matters and regularly inspects the premises. There are numerous trained first-aiders and competent arrangements for the administration of medicines. The real strength of the school, however, lies in the quality of the relationships between staff and pupils (and their families) and the close personal knowledge staff have of families' needs. The school's administration officer for example, often quietly supports troubled children and listens to distressed parents.

18. Provision for pupils with special educational needs is very good. Teachers plan lessons carefully to meet the needs of all pupils. Teaching assistants give very effective support, mainly in the classroom, to enable these pupils to achieve well. The school encourages all children to do their best and to achieve the highest possible standards whether it is in maths, literacy, art or sport.

19. Good assessment procedures help the school to track pupils' progress. This area was 'underdeveloped' at the time of the last inspection. All pupils have literacy and numeracy targets which they are encouraged to work towards. The use of toolkits and marking ladders enable pupils to be aware of their own learning and to see what they must do to improve. Pupils are involved in discussing their own targets, both in academic areas and in personal development. They know what they have to do to improve. Pupil involvement in the day-to-day life of the school is very good. Pupils can stand for election as house captains or vice-captains and for election to the school council. Members of the school council feel that they have a significant voice in the school and several of their ideas have been adopted including a healthy snack tuck shop that sells fruit at morning break time and the introduction of a playground buddy system. Councillors are consulted by the headteacher about the contents of the school improvement plan and have the opportunity to interview prospective members of staff.

Partnership with parents, other schools and the community

The school's links with parents are good, and those with its community are of a very high quality and are well used to enrich pupils' learning.

Main strengths and weaknesses

- Relationships between parents and the school are based on a strong mutual confidence that encourages parents to become more involved in their children's learning.
- Parents are provided with good quality information about pupils' progress and school events.
- The school has built up a very strong relationship with the local community.
- Good relationships with other phases of education smooth pupils' transition.

Commentary

20. The school serves a diverse community including a significant travelling minority, a small number of Portuguese families working in the area, and the many families who have come to Cornwall to live, without sacrificing its Cornish heritage. There are close links with the adjacent Methodist Chapel and pupils take part in local musical festivals. Children's art work is displayed at a local china clay museum and pupils' work in history and geography is enlivened by visits to the local shipwreck museum and the inland moorlands. The choir sings at Christmas with the village silver band. The school hosts adult learning opportunities for parents and others in the community.

21. Parents have real confidence in the school. Staff, knowing that many parents are uncomfortable with formality, are happy to resolve minor issues at the beginning, or the end, of the day. School staff are adept at dealing with concerns and defusing tensions in a friendly informal fashion - the school receptionist and its administration officer are always prepared to offer a listening ear, thus maintaining that essential trust between school and parents. As a result, families from communities that are sometimes hard to reach are happy to become involved in school, to the benefit of their children. It is noteworthy that about half of the children attending the on-site pre-school group are from travelling families.

22. Good, appropriately written information is provided by the school. Informative weekly newsletters are couched in chatty, parent-friendly language - one newsletter was even translated into Portuguese, as was the invitation to the Ofsted pre-inspection parents' meeting. Parents have three formal opportunities to meet their children's teachers. The Foundation Stage profile is explained to parents of children in the reception class. The school contacts parents who miss these meetings with the result that, ultimately, 98 per cent of all parents meet their children's teachers. Pupils' annual reports are brief but to the point. In addition, parents have easy informal access to staff if they have any concerns. In the pre-inspection questionnaire, almost all parents were happy with the information the school provided.

23. Liaison with the on-site pre-school group is especially good. Its children are familiar with the school and join in various activities. Links between the pre-school group and the reception class teacher are very effective and, consequently, transition from pre-school to school is virtually seamless. The school joins with neighbouring primary schools for musical and sporting events. Links with feeder secondary schools are improving. Pupils visit the secondary schools for a variety of events - basketball, dance, African drumming - and they attend for a familiarisation day. Links at a professional level, such as the use of transitional units of work and allocation of children to tutor groups, are presently being developed. All links with parents, the community and partners in education are much improved since the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The head and the deputy head (acting head) provide very good leadership and the whole staff team contributes to the school's very good management. The governing body makes a good contribution to each.

Main strengths and weaknesses

- The head, very well supported by the deputy (latterly in her acting head's role) provides vision and a sense of educational ambition and direction and involves the whole school community in the decision making process.
- Subject co-ordinators make a good - and sometimes very good - contribution to the promotion of, and provision for, their areas of interest.
- Good use is made of the outcomes of monitoring and data analysis to evaluate the work of the school, set targets, identify priorities, and judge the impact and value for money of any actions.
- Governors are very supportive and involved, and eager to do what they can to help the school to succeed.

Commentary

24. The last inspection came at the end of an extended period where the school had been led by a succession of acting heads. Each made a positive contribution to the development of the school but none had the time to provide necessary stability or long term vision. Leadership, management and governance were described as satisfactory but a range of issues including the roles of governors and co-ordinators, and the lack of monitoring of standards and teaching were noted. However, the arrival of the present head soon afterwards provided all the necessary factors for the school to move forward and develop, which it has done very successfully ever since. In recent months the deputy head, acting as head, has continued this very effectively whilst the established head is supporting another school.

25. The school has seen a period of steady and significant improvement over the past five years. Under the very good leadership of the head, it evolved a structured, progressive process leading to improvement involving, understood, and backed by, the whole school community. While the primary focus has been on raising standards and improving the learning environment, great care has been taken to give everyone a voice and the opportunity to share in the decision making process. Through this, agreed whole school policies and ways of working have been established with clear and specific roles and responsibilities. Everyone on the staff fully understands his or her respective role and is committed to fulfilling it and to constantly improving.

26. Very good relationships and communications, focused training for staff and governors, and the empowerment of individuals to carry out their responsibilities, have created a shared learning and improvement culture. All teaching staff present during the inspection have significant responsibilities for leading and managing aspects of the school's work which they carry out conscientiously and well. They are mutually very supportive and in addition to more formal arrangements, they make their expertise available to their colleagues on a daily basis.

27. The management of special educational needs is very good. The present acting headteacher, as the co-ordinator, is very aware of the needs of all pupils with special

educational needs. She writes very detailed individual education plans with the class teacher and the teaching assistant, and monitors children's progress regularly, liaising with outside agencies as necessary.

28. Most of the very supportive and appreciative governing body have become governors in the past few years. With the head and staff providing them with a range of information, governors know their school well, and easy relationships mean that they are becoming increasingly more willing to ask questions and offer opinions. All the governing body's statutory obligations are well met. Together with the head and staff, the governing body ensures that best use is being made of all resources and finances, and all sources of funding and support and advice are exploited. One unintended consequence of current staffing arrangements has been the accumulation of the increased balance in hand noted below. However, plans are already established to make good use of this in the near future and currently the school gives good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	457,295
Total expenditure	440,938
Expenditure per pupil	2215

Balances (£)	
Balance from previous year	35,145
Balance carried forward to the next	47,452

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of education in the Foundation Stage is **good**. Children achieve very well in all areas of learning and most will achieve the expected standards by the end of the year.

Main strengths and weaknesses

- A good curriculum with well planned, interesting activities, in the classroom and outside, is provided.
- Teaching is consistently good and sometimes very good.
- Personal, social and emotional development is very well promoted so that these youngest children show a strong desire to learn and are excited by the opportunities they are given.
- There are very good links with the pre-school provision on-site.

Commentary

29. Provision for children in their first year of school is good. The resources in the classroom are good and the outside play area has been improved but now needs fencing to make it safe and secure. There is a very good climate for learning; the teacher, teaching assistant and teacher in training work very well together and the high ratio of adults to children means that all children, including those with special needs and travellers, make good progress. Teaching is consistently good and sometimes very good. Lessons are planned very carefully and activities and tasks matched very carefully to prior learning. Assessment procedures are used well so that teachers are aware of the progress the children are making and can provide activities to encourage further progress.

30. The reception class has very good links with the pre-school group which meets on-site and forms an integral part of the school community. This group works on the early years curriculum leading to the early learning goals. Good transition arrangements give parents confidence and help children settle into school easily. Largely as a result of this partnership, the attainment of boys and girls, many from the traveller community, when they join the reception class, has risen from well below to below average, enabling the school to move children on much faster than was the case.

31. Children's **personal, social and emotional development** is very well promoted. Children started school with skills in this area below average but they are making good progress and are expected to achieve the early learning goals in this area by the end of the year. School routines are well established and used well to help children gain confidence and become part of the community. Children are happy to work independently and in groups as when they are playing in 'Bugle Laundry' or in the play house. The adults are very good role models for behaviour and relationships and treat each other and the children with respect.

32. **Communication, language and literacy** are developing well. Children speak confidently when an adult is initiating the conversation, but without an adult present the children play alongside each other well. Most children are acquiring early reading skills. They know many high frequency words and use their knowledge of sounds to build words. Boys and girls

enjoy sharing Big Books and join in repetitive texts enthusiastically. Most children can write their names and all are learning to form letters correctly.

33. Children's **mathematical development** is broadly as expected. Most children can count and write numbers to 10. They understand pairs and can count in twos to 20. They recognise the pattern emerging, even when some numbers are left out. In the lesson observed children rolled dice and recorded their work by drawing an animal with the appropriate number of legs.

34. Children's **knowledge and understanding of the world** is developed through well planned activities, for example, investigating four different types of soap to see which one was best. Children have regular opportunities to use the computer and, through using relevant software, are developing good mouse control. As a result of reading 'Rainbow Fish' in literacy sessions, children have looked at lots of non-fiction books and know that some fish live in salt water, but others need fresh water.

35. **Creative development** is promoted well. Children experience a wide range of activities, using a variety of tools and various media. Their work is really valued and attractively displayed in the classroom. Children enjoy singing songs and accompanying songs with percussion instruments. This they did very confidently in an assembly.

36. Swimming promotes **physical development** this term. Children have two sessions a week and all children are making very good progress. They are all happy and confident in the water and are learning basic swimming strokes. All can travel the length of the school pool wearing armbands. They listen and follow instructions well. They change with minimum supervision, an illustration of good personal development. Plenty of opportunity is provided at school for children to practise fine motor skills using tools and small equipment in planned work and in free play times.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and pupils' achievement are good although overall standards in Year 6 are below average this year.
- Very good systems have been put in place for helping pupils to improve their writing.
- Guided reading is well taught.
- Good links are made with other curriculum areas.

Commentary

37. At the time of the last inspection national test results were well below average and provision was judged to be satisfactory with some good features. This year, unconfirmed national test results show that in Year 6, levels of attainment are below the national average and this is reflected in the work observed in the classroom and in pupils' books. However, tracking procedures indicate good progress throughout the school. In Year 2 reading was at the national average and writing was below. From the lessons observed and from the analysis

of pupils' work it was clear that standards are now in line with national expectations in Year 2 and in the majority of other classes. Pupils in Year 4 have made much less progress, although there is evidence of better achievement in recent weeks.

38. The school has developed the use of a literacy tool kit, which combined with a marking ladder, concentrates and develops writing in the school. Teachers prepare the tool kit with detailed steps involved in the current piece of work and pupils then check their own content and use the marking ladder to assess how well they have done, class teachers then mark against the set criteria. Pupils of all ability levels complete their work thoroughly, with care given to presentation. Pupils are eager to contribute to lessons, answering questions and sharing ideas coherently. Listening skills are good throughout the school.

39. Reading is given high priority in the school and results show the good levels of achievement that have been reached. Well structured guided reading sessions give the opportunity for direct teaching and for pupils to enjoy a range of books. The school works hard to support all children in their reading and has good strategies to support children when they have limited opportunities for reading at home.

40. All classes pay close attention to the development of good handwriting; and spelling, vocabulary and grammar are given considerable time in literacy sessions. The teaching of literacy closely follows the National Literacy Strategy. The best lessons provide more time for creative teaching and learning. In Year 2 pupils used an intriguing story called 'The Sandhorse' to stimulate their writing of speech; thorough explanation and good modeling by the class teacher resulted in good levels of attainment and achievement. Year 5 pupils produced well researched holiday leaflets and the class teacher gave very good instructions resulting in good quality work. In Year 6 pupils used their knowledge of a Michael Morpurgo novel to write lively news reports on the hero's disappearance from a boat. In all lessons, very good levels of teacher intervention and support from teaching assistants were common features.

41. Leadership of the subject is very good with a clear focus on improving standards. Resources are well managed and teaching is well monitored.

Language and literacy across the curriculum

42. Speaking and listening skills are developed well across the curriculum. These enable pupils to learn from others, be involved in discussions, and record facts accurately. Writing skills are well applied in other subjects and the school has charted areas where literacy can strengthen the teaching of other subjects and where there are opportunities for cross-curricular work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good and sometimes very good teaching and learning in the majority of classes ensure that achievement is good.
- Good monitoring of understanding, good planning, and the very good use of teaching assistants mean that pupils of all levels of attainment make good progress in lessons.

- Pupils' very good attitudes to mathematics ensure that pupils are fully engaged during lessons.

Commentary

43. Provisional results for national tests in 2004 suggest that standards in mathematics at the end of Year 2 are a little below average. Continued good provision and a lot of hard work since testing have seen standards improve to average by the end of the year. Results in Year 6 are consistent with the evidence obtained during the inspection from lesson observation, talking to pupils and analysis of work. For the first time in several years, standards are well below average. However, tracking records show that those Year 6 pupils who have been in the school for some time have made good progress over time. The prodigious amount of work in books shows very good progress recently. The only year group where achievement has not been good is Year 4 where work in books is limited in scope and quality, especially for potentially higher and lower achievers. Oral maths has a high priority and most pupils are able to make quick mental calculations appropriate for their age groups.

44. Through the successful introduction of the National Numeracy Strategy and the good quality of provision, particularly teaching, most pupils are making good progress throughout the school. As a result achievement in mathematics is good and most teaching is at least good. The school's focus on ensuring that pupils are confident and able to contribute without fear of failure, and the very good contribution of teaching assistants, notably in helping pupils who find mathematics difficult, ensure that all pupils achieve equally well. Most pupils respond very positively, particularly in mental maths and are eager to volunteer answers to explain the strategy they are using. They are fully engaged and interested in their work and obviously enjoy mathematics.

45. Teachers' subject knowledge is secure and sometimes very good which enables staff to explain clearly a variety of strategies, and many are very skilful in using questioning to extend learning and assess pupils' ability. Work is well planned to meet the needs of the full range of pupils and practical, relevant activities create interest and enthusiasm. This was well shown in Year 2 solving money problems, some on paper, some using coins; in Year 5 with pupils moving on to the beginnings of algebra; and in Year 6 where very focused questioning and support enable all pupils to succeed at their own levels.

46. There is much less evidence of active leadership and management in mathematics than in other subjects, with notable differences in the quality of support, analysis, strategic planning and focus on raising standards than in, for instance, literacy. However, positive steps have been taken recently with tracking systems now in place.

Mathematics across the curriculum

47. Appropriate cross-curricular links have been established with other subjects, particularly information and communication technology and science, often providing pupils with opportunities to use and practise their mathematical skills in practical situations.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Pupils participate in practical activities with interest and predict outcomes well.
- The focus week for science promoted good practice in investigation and practical work.
- Pupils make good progress in science.

Commentary

48. At the time of the last inspection the report stated that standards were at the expected levels for pupils in Year 2 and above in Year 6. Provision in science has continued to be good and last year standards for eleven-year-olds were above average in comparison to similar schools and in comparison to all schools nationally. This year's provisional results for Year 6 pupils are slightly below average, but at the time of the inspection standards were average and achievement for this group of pupils was good.

49. The scheme of work has been well adapted to the needs of the school with a strong focus on investigations, enquiry and the use of scientific method and language. In discussions, pupils show they know the importance of a fair test and accurately use scientific language when describing work they have completed. Good teaching and good support provided by teaching assistants ensure that pupils achieve well in science lessons. In Year 1 pupils conducted investigations into how sound is produced in musical instruments with good cross-curricular links. In a good Year 2 lesson pupils worked in two groups, taking it in turns at pond dipping to find newts, frogs and water snails, while the other half of the class sequenced captions and drew pictures of the life cycle of a frog. The good practical approach captured pupils' interest and enhanced learning.

50. Pupils in Year 3 conducted an investigation into the use of magnets, revising methods to test the strengths of different magnets. A vivid display proved a useful resource during this lesson and pupils explained thoroughly their predictions using appropriate scientific language. Progress in Year 4 has been limited this year and pupils' books indicate that work has been insufficiently challenging. In Years 5 and 6 evidence from pupils' books shows that there is a very thorough approach to the scientific investigations that take place. Pupils explain processes, make predictions, record results carefully, often in mathematical tables, and draw appropriate conclusions. This reflects the high expectations seen in the lessons observed.

51. Leadership and management of the subject are good, with thorough year group plans and teachers' individual lesson plans. Simple, satisfactory assessment procedures with a portfolio of sample levels of attainment inform planning but these are not as well developed as the procedures for English. Practical resources are readily available and well used.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **not good enough to enable older pupils to work at the levels now expected.**

Main strengths and weaknesses

- Pupils in Years 1 and 2 are getting a sound grounding in the basics of working with a computer, building on good familiarisation in the reception class.
- Teachers using interactive whiteboards provide a good role model of working with a range of software and using ICT as a tool.

- Older pupils do not spend enough 'hands-on' time at computers to become sufficiently competent and confident in the various aspects of ICT.
- Not enough use is made of ICT in other subjects.

Commentary

52. Although provision for ICT is much improved and the model adopted has the potential to develop into an appropriate way forward for the school, it is not yet good enough to make it possible for Bugle pupils to match the achievement seen in other schools. This, combined with a history of problems with existing equipment making it difficult to build up standards over the years, has meant that the majority of pupils are working at levels below, and sometimes well below, those now common across the country. This was demonstrated in the limited skills and knowledge of many pupils in the lessons observed, the lack of real evidence of pupils' work in many aspects of the subject, and in pupils' accounts of their experience of ICT since they have been in the school. It was significant that the computer suite was rarely in use even though timetabled.

53. Examples of the way current provision inhibits learning were seen in lessons observed. In each few pupils were actively involved and the majority of pupils either did something else or worked as a very large group using the interactive whiteboard in the classroom. While this was better than nothing, it meant that individual pupils did not have the opportunity to learn by doing, experimenting or stretching their understanding if they were already computer literate.

Information and communication technology across the curriculum

54. While some of the ICT activities observed related to work in other areas, such as a graph program being used to look at data on minibeasts, this was the exception rather than the rule. Pupils' books and work on display revealed few examples of ICT being used to complement or support work in other areas of the curriculum. This was partly due to the limitations of the equipment and partly a factor of the lack of skills, knowledge and confidence amongst pupils themselves.

HUMANITIES

55. **History and geography** were not a focus of this inspection and these subjects were sampled. However, teachers' plans, the quality of teaching seen in short observations, and examples of pupils' work in books and on display, indicate good provision. Standards are securely in line with those expected for pupils in Years 2 and 6. Pupils make steady progress throughout the school except in Year 4 where skills are not well developed and there is a great deal of copied work.

56. There are positives evident in teaching. Since the last inspection schemes of work including national guidance have been adopted and suitably adapted to the needs of this school. Teachers have good subject knowledge and both subjects are taught investigatively so that knowledge and skills are developed systematically. In Year 3 pupils plot the journeys of local people on an Ordnance Survey map, Year 5 are beginning to study coasts whilst the oldest pupils have a reasonable knowledge of rivers and mountains. Pupils in Year 1 and Year 2 look at photographs carefully and identify changes that have taken place during the twentieth century. Year 4 pupils are studying Vikings and by observing pictures identify whether people were warriors or settlers. The oldest pupils talk confidently about how different their lives are to those of Victorian children. The role of the co-ordinator has been developed since the last

inspection with clear action plans for humanities, resources audited, and assessment procedures in place.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Strong links to PSHE provide a good contribution to spiritual and moral development.
- Teaching is good and sometimes very good.
- Religious education makes a good contribution to pupils' cultural development.

Commentary

57. Standards in religious education for pupils in Year 2 and Year 6 are in line with those expected in the locally agreed syllabus. Religious education has a prominent place in the curriculum and is well linked with personal, social and health education and collective worship which contribute positively to pupils' personal development. Attractive displays around the school promote the subject well.

58. Religious education makes a good contribution to pupils' cultural development. Pupils in Years 1 and 2 learn about festivals around the world, pupils in Year 3 learn about Judaism, and pupils in Year 4 look at Hinduism. Christianity is taught in all year groups with a good balance between what can be learnt about religion and from religion.

59. Teaching is at least good and sometimes very good. Lessons are planned in detail with interesting and challenging activities. The Year 6 lesson where pupils considered the remuneration received by each group of people involved in producing a bar of chocolate resulted in very good discussion and gave pupils the opportunity to consider fairness. Religious education is well managed. The co-ordinator's clear action plan, successfully implemented this year, has brought about a good improvement in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

60. **Art and design, design and technology, music and physical education** were not the focus of the inspection and so were sampled. While insufficient evidence was available to make firm judgements about provision or standards in individual subjects, the overall impression is that the school caters well for this curriculum area.

61. **Art** has a satisfactory profile in the school. Staff provide a good range of activities and opportunities in art to enrich pupils' learning and contribute to their cultural awareness. Good examples of this were evident where pupils created African designs and landscapes. Good quality displays show satisfactory and sometimes good standards in art but the use of sketchbooks is underdeveloped.

62. No **design and technology** lessons took place during the inspection, but there was evidence of satisfactory provision covering a range of topics in the school's design and technology curriculum plan. Detailed pupil planning sheets and a good range of recording through writing and illustration, showed the good quality of a project to make a toy with a

moving part. Pupils investigated making skills first and there were good links to literacy in that the stimulus for the toy was from Lewis Carroll's Jabberwocky poem.

63. During the inspection week, work in **physical education** was almost entirely focused on swimming in the school's own indoor pool. With boys and girls able to use the facilities each year, (latterly including the pre-school group), all pupils learn to swim and be safe in water well before they leave the school. Given the geography of the area this is very important. However, the limitations of the pool mean that it is difficult for good swimmers to progress much further than this. School plans and discussions with pupils indicate that pupils cover the full range of physical education and are involved in a range of competitive sports and games over the year.

64. Relatively little work in **music** took place during the inspection but from what was observed, singing in assemblies and discussions with pupils, singing and making music are much enjoyed by pupils of all ages. The choir, recorder groups and a guitar group enhance the music curriculum, but there is scope for the school to provide opportunities for pupils to learn other instruments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

Provision in personal, social and health education is **very good**.

Commentary

65. The school makes very good provision for this area and sees pupils' personal development as a very important part of its work. Raising pupils' self esteem, helping pupils to feel good about themselves and develop confidence are important elements of this subject. The school has won a Healthy Schools Award this year, and school meals and the tuck shop reflect this concern for health. An agreed policy and scheme of work, followed consistently by all teachers, includes work on health, drugs, sex and relationships. This helps pupils develop a healthy, safe lifestyle, gain confidence and share their feelings and concerns. Circle time is used very effectively to help pupils manage their own feelings and to consider conflicts which occur in school. Teaching is consistently good and sometimes very good. Teachers have good subject knowledge and are confident in tackling issues that pupils raise. Positive relationships enable pupils to consider issues that concern them confidently. There are good links between religious education and collective worship. For example, the 'Word of the Week' in assembly during the inspection week was self discipline and this was included in several PSHE lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).