



Bodriggy Primary School

Inspection Report

Unique Reference Number 111848
Local Authority Cornwall
Inspection number 289071
Inspection dates 10–11 January 2007
Reporting inspector John Carnaghan

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Humphry Davy Lane
School category	Community		Hayle
Age range of pupils	3–11		TR27 4DR
Gender of pupils	Mixed	Telephone number	01736 752808
Number on roll (school)	325	Fax number	01736 755612
Appropriate authority	The governing body	Chair	Ian Halford
		Headteacher	David May
Date of previous school inspection	6 November 2001		

Age group	Inspection dates	Inspection number
3–11	10–11 January 2007	289071

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Bodriggy Primary School is larger than average and serves a deprived area. There are few pupils from minority ethnic groups and very few who do not speak English as their first language. The school has an audiology unit and educates a few pupils with hearing difficulties. The number of pupils who join or leave the school during the school year is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Bodriggy Primary School provides a satisfactory education. Pupils' personal development is good. Parents and pupils rate the school very highly. For example, one Year 6 pupil said, 'It's a really good school, they've got very good teachers'. Parents are almost universal in their praise. There are very good relationships between all adults in the school and between staff, parents and pupils. Pupils are well behaved, know they are well cared for and thoroughly enjoy school life.

Good provision in the Foundation Stage ensures that children progress well and reach the expected standards by the time they enter Year 1. Achievement is good in Years 1 and 2 and standards are now average. Progress slows in Years 3 to 6 and standards in Year 6 are below average. Nevertheless, achievement is satisfactory overall. Teaching and learning are satisfactory but assessment is not used to promote the best possible learning. The curriculum offered is good and pupils rightly praise the wide range of opportunities offered. Care, guidance and support are satisfactory. Teachers show great concern for pupils but they do not give clear guidance on how they can improve their work.

Leadership and management are satisfactory. The headteacher has overseen some improvements in recent years, particularly in unifying the school in one attractive, modern building. Monitoring by managers and governors is not robust so the school does not have complete information to plan for the future. Some weaknesses in administration are now being attended to. Although formal self-evaluation is not fully effective, the school has identified weaknesses, like those in mathematics, and is taking steps to rectify them. The school has also made recent staff changes which have improved provision. These measures and the adequate improvement since the last inspection show that the school is in a satisfactory position to move forward.

What the school should do to improve further

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- Base self-evaluation firmly on evidence from systematic monitoring so that planning can be accurately focused.
- Develop thorough, consistent systems of assessment and records of progress to focus teaching on the needs of identified individuals and groups.
- Improve achievement in Key Stage 2, particularly in mathematics, by ensuring that teachers provide the necessary challenge and adapt their approaches for individuals and groups of all abilities.
- Ensure that all pupils know how well they are doing and what they should do to improve.

Achievement and standards

Grade: 3

Most children start school with lower than expected standards and pupils leave Year 6 with below average standards. Achievement across the school is satisfactory. Children achieve well in the Foundation Stage because they are well taught. Entering Year 1, most attain the expected levels and a significant minority exceed them. Good teaching in Key Stage 1 ensures that progress is maintained. Standards by the end of Year 2 are now average so that pupils' achievement from the time they start school to the end of Year 2 is good.

For the past two years, Year 6 test results have been below average. The work of current pupils is also below average. However, these year groups started Year 3 with below average standards and so achievement over Years 3 to 6 is satisfactory. Achievement of pupils with learning difficulties and disabilities and those in the audiology unit is similar. The sudden death of a much-loved senior member of staff in summer 2006 shocked the whole school and contributed to a decline in Year 6 test results for that year. The school effectively tackled the low proportion of pupils reaching higher grades in 2005 and the percentage improved in 2006. Pupils have underachieved in mathematics in recent years in Key Stage 2 but the school is taking steps to remedy this. The school set unrealistically high targets for Year 6 pupils in 2005 and results fell well short.

Personal development and well-being

Grade: 2

Pupils' behaviour and attitudes are very good. Their enjoyment of school is outstanding and they talk animatedly about the extensive range of experiences available. Children settle well in the Foundation Stage and are confident and keen to share their experiences. By the time they start in Year 1, they work and play well together. Pupils' moral and social development is also a strength. Their spiritual and cultural development is satisfactory.

Pupils have good relationships with each other and with adults. Older pupils happily take responsible roles, such as prefects. The school council helps pupils to make decisions about the daily life of the school. In addition to encouraging an awareness of the needs of others, these activities help to prepare pupils for their future education and employment. Pupils show strong awareness of healthy lifestyles and good diets, they know the importance of exercise and take advantage of the numerous opportunities to play games and sports. They are safety conscious in and around the school. Pupils make positive contributions to the community, such as singing in local music festivals and at the local church.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The atmosphere in classrooms is warm and positive. Teachers relate very well to pupils and are kind and encouraging, often praising them for their efforts. Pupils really enjoy lessons, work and concentrate hard and collaborate very well with one another. Behaviour is often exceptionally good and this helps lessons run smoothly. Teaching and learning are good in the Foundation Stage and here assessment information is carefully used to plan activities that are well matched to children's needs.

These good qualities are offset by some weaknesses. While teachers mark pupils' work regularly, they seldom help pupils to know where they should improve. Assessment of pupils' progress is inadequate. In Years 1 to 6, there are no clear records of pupils' progress throughout their school careers. Teachers' records are not standardised and so do not present a coherent picture of pupils' development. The school lacks easily accessible information to place pupils in the correct teaching groups or provide sufficiently supportive or challenging work. This particularly affects progress in Key Stage 2.

Curriculum and other activities

Grade: 2

The curriculum is good and well planned to meet the needs of its pupils. A good range of additional activities includes music, drama and many sports. Interactive whiteboards are used to motivate pupils and there are numerous opportunities to use computers in most subjects. In the Foundation Stage, the curriculum meets the needs of children well and there is a good balance between adult-led and child-led activities.

The curriculum is enriched by a good range of visits, trips and visitors. Visits to London, to the theatre and to residential outdoor education centres all significantly enhance pupils' enjoyment of school.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Good pastoral care contributes to pupils' personal development and well-being and pupils feel happy and confident. A good induction programme helps children settle quickly in the Foundation Stage. Parents are kept well informed of progress and they rightly consider that their children are given a good start to their education. Pupils entering the school at other than the usual times receive a lot of support to help them settle. Parents are confident their children are safe and well cared for in school but the school acknowledges that some written procedures, including risk assessments, are not sufficiently thorough.

Pupils in Years 1 to 6 are not sufficiently aware of their current standard of work or how to improve. The school does not emphasise levels of pupils' work in its marking and assessment, so many pupils have only a vague idea of what they may achieve by the time they leave school. Older pupils, in particular, lack clear guidance about how to improve and this is holding back achievement.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher is well respected, popular and passionate about the school. He has worked hard with staff to promote the personal development and well-being of pupils. This has helped to overcome problems caused by many staff changes last year and by turmoil from the recent major building programme. Close contacts have been established with parents, who are very supportive of the school. Their views are canvassed regularly and taken into account. Strong links with outside agencies, including local schools and sporting organisations, provide positive experiences for pupils. The Foundation Stage coordinators provide very good, clear direction for the work of the youngest children.

The school's self-evaluation identifies some areas for improvement but is not always accurate. The school development plan does not identify specific priorities. Data are not used consistently to set clear targets for improvement. Not all administrative procedures are effectively carried out. The headteacher and senior staff regularly monitor teaching and learning, which has significantly improved in Years 1 and 2. However, monitoring in Key Stage 2 has not been rigorous enough to improve standards, particularly in mathematics.

The governing body supports the school well although it does not monitor the school closely. In other respects, governors take their responsibilities seriously and they have been proactive in the development of the splendid new building.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for the warm welcome you gave us when the inspectors visited your school recently. We thought that you were helpful, charming and very polite and we really enjoyed talking to you.

We know that you love your school, because you and your parents told us. Bodriggy Primary School provides a satisfactory education. Like most schools, it does some things very well. The best things are:

- You get on very well with your teachers and one another, so you feel safe and really enjoy school life.
- The subjects you study and things you do after school and when you go on trips are lively and interesting.
- The youngest children in the school are well taught and make good progress.

Like many schools, there are things that need to be better. The most important ones are:

- Progress in Years 3 to 6 could be quicker, especially in mathematics.
- The school should find a clearer way of organising and keeping records of your test results so they know how best to help you.
- You should get better advice how to improve your work.
- The school needs to get to know what it does a bit better, to help it plan for the future.

Once again, thanks for all your help, it was very good meeting you.

Our best wishes to you for the future.