

# Bugle School

## Inspection report

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<b>Unique Reference Number</b>	111888
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	310714
<b>Inspection dates</b>	5–6 November 2008
<b>Reporting inspector</b>	David Edwards HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	187
Government funded early education provision for children aged 3 to the end of the EYFS	26
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dilys Vincent
<b>Headteacher</b>	P A Trathen
<b>Date of previous school inspection</b>	5 July 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Fore Street Bugle St Austell PL26 8PD
<b>Telephone number</b>	01726 850420
<b>Fax number</b>	01726 850420

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<b>Age group</b>	4–11
<b>Inspection dates</b>	5–6 November 2008
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Bugle School is a smaller than average village primary school. A significant minority of pupils are of Gypsy/Roma heritage or have a Portuguese background, of which a few are at the early stages of learning English. Movement in and out of the school during the school year is as expected, although a few families tend to move away and return on a regular basis.

The percentage of pupils who are eligible for free school meals is average. The proportion of pupils with learning difficulties and/or disabilities is also average. Most children who attend the school have attended some form of pre-school education, mainly in the separately funded and managed Early Years setting, hosted by the school. Children enter the Early Years Foundation Stage (EYFS) into the Reception Year with skills that are below the level expected for children of this age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Bugle School is a popular school that provides a satisfactory education for its pupils. The school's ethos of 'caring through including' ensures the school remains popular with parents and is held in high regard in the local community. 'Bugle School has a wonderful atmosphere and the staff are always willing to listen and help.' 'My child is very happy and I have every confidence in the school.' These comments, written by parents who responded to the Ofsted questionnaire, reflect the views of the overwhelming majority of parents who support the school and are happy with their children's progress.

At the heart of this positive school is a headteacher committed to the care and well-being of all pupils and families associated with the school. Together with the support of staff and governors, senior leaders have accurately identified where the school's strengths and weaknesses lie.

Although the majority of children start school with skills that are below those usually found, they settle quickly to routines in the EYFS, due to the effective partnership established with the independent pre-school setting on site. Although teaching is good, activities to develop children's independence lack purpose and are unimaginative. In addition, children cannot independently gain access to the outdoor learning environment, which limits their learning.

By the end of Year 6, standards are average and pupils' achievement is satisfactory. The biggest challenge facing the school, however, is to raise standards in English, mathematics and science in Key Stage 1, as well as in mathematics at Key Stage 2. Leaders are aware there is much work to do in this area and are working closely with external support to address these weaknesses. There are particular strengths in the school that are bringing about school improvement. Pupils' personal development is good and they are happy in school. This is helping them to learn. Pupils behave well and the school has effective strategies to support pupils learning English as an additional language, or who have learning difficulties and/or disabilities. Relationships within the school are strong, and teachers provide good quality pastoral care and guidance for all pupils. Academic guidance lacks sufficient direction. Teachers do not use assessment data effectively to set individual targets for pupils that are challenging and measurable. Not enough is done to cater for the more able pupils who find learning easy. Support for pupils who are vulnerable is well organised and tailored to meet their needs well.

A good curriculum enables pupils to experience a wide range of stimulating lessons. The school makes good use of its many community links so pupils throughout the school have opportunities to take part in enrichment activities that are varied and popular. There is a strong emphasis on pupils' safety and health.

Senior leaders have established a good sense of direction and purpose and know exactly where improvements need to be made. The governing body has gone through a significant period of change but is appropriately focused on developing its monitoring role within the school. Consequently, the school has satisfactory capacity for continued improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children settle quickly and happily into the Reception class because their welfare is a priority. They make satisfactory progress in their learning but by the time they enter Key Stage 1, standards remain below average for the majority. Children enjoy their learning. They make

better progress in their knowledge and understanding of the world than they do in other areas of learning. For example, when the teacher shone a torch into a dark space, they were quick to ask questions as their faces lit up in fascination.

Children's personal development and well-being are good. They listen carefully and carry out instructions as directed. There is a good emphasis on staying safe and being healthy. Children willingly participate in class activities and respect each other so that the classroom is a pleasant and welcoming place to be. There is a good balance of adult-led and child-led activities. The teaching is good because there is a clear focus to the learning. However, some child-led activities lack direction because they do not always have a clear learning focus and adults do not intervene enough to move learning on. Currently, children do not have free access to the outside as would normally be expected. The assessment of children is effective and provides staff with evidence, which they use appropriately to inform the next steps in planning. The EYFS leader is enthusiastic and keen to improve provision and children's progress. She has created a supportive environment in which children feel secure.

### **What the school should do to improve further**

- Raise standards at Key Stage 1 and in mathematics throughout the school.
- Use tracking information to set targets for individual pupils that are challenging and measurable.
- Provide more opportunities for children in the EYFS to learn independently.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

From low starting points, pupils reach standards at Key Stage 1 that are below average. By the time they leave school, standards are broadly average. Overall, this represents satisfactory achievement. This is because assessment data to inform planning and target groups of pupils is not used to best effect to accelerate pupils' progress. Teachers have begun to take concerted action to help pupils learn at a faster rate, with clear signs of success. Older pupils make good progress in English; last year, more of them reached the higher levels of attainment than in most schools nationally. This is the result of a whole-school focus on linking sounds and letters and promoting literacy skills in the wider curriculum. Progress in mathematics and science is not as strong. Better tracking of pupils' progress, along with more focused teaching, is beginning to have an impact on raising standards.

Pupils from the two largest minority ethnic groups make good progress because of the effective targeted support they receive. Pupils with learning difficulties and/or disabilities make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

It is no surprise that pupils enjoy school, with its many opportunities to learn and have fun. The caring ethos means pupils' personal qualities and differences are celebrated. This has led to good spiritual, moral, social and cultural development. Pupils feel very safe and appreciate the school's supportive learning environment that enables them to focus on achievement. Their

attendance is satisfactory. Pupils know how to maintain healthy lifestyles and participate in regular physical exercise and sporting opportunities. Teachers' high expectations for pupils' personal development builds confidence in pupils to develop positive attitudes to their learning. Pupils are polite and courteous to adults and behaviour is good. Pupils make a positive contribution within the school and the local community, for example, by being playtime 'buddies' and raising funds to support a recent visit from a Ugandan children's choir. Pupils are developing a satisfactory range of skills to prepare them for their future lives, although their mathematical skills are not as secure as other areas.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory but have significant strengths. An effective focus on teaching English skills has led to good progress in the last two years. Teaching assistants work well alongside teachers and play a full part in supporting learning. Teachers are successful in making lessons interesting and enjoyable, with activities often set in a practical context. However, the school acknowledges that there is further work to do in the teaching of mathematics. Staff are working closely with external support to raise standards in mathematics and to ensure mathematical skills are taught throughout the curriculum. Parents appreciate the regular meetings with class teachers that keep them informed of their children's progress.

Pupils say they enjoy their lessons. As one boy remarked, 'I like geography because you find out interesting things about different places around the world; and I want to go to Colorado.' Sometimes, however, the pace of lessons is too slow, and although teachers plan for different learning needs, there is insufficient challenge for the more able pupils. Teachers are not using assessment information to set targets that are challenging and measurable. Systems are in place to identify pupils who have additional learning needs but a lack of urgency to provide them with additional support means they lose valuable time to catch up on their learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum has been planned to provide a good range of stimulating and enjoyable learning experiences. A wide range of enrichment activities includes trips and residential visits. Careful planning by teachers has made the curriculum particularly relevant by using Cornwall as the starting point for pupils' learning. Increasingly, planning is reflecting the changing nature of the school's intake by making the curriculum more relevant to pupils who come from other parts of Europe. Provision for information and communication technology (ICT) has improved since the last inspection. Interactive whiteboards, laptops and digital cameras now enhance the curriculum and pupils are confident in using them. There is a good emphasis on health and staying safe within the curriculum, with good opportunities for pupils to use the school's own indoor swimming pool. A variety of links with local organisations further enhances pupils' learning experiences. For example, pupils spent the night stargazing at a local planetarium, from which they came back tired, but exhilarated!

## Care, guidance and support

### Grade: 3

Pastoral care and support have a high priority and are supported by good relationships with external agencies. This is especially apparent in the support for minority ethnic groups. For example, the school successfully appointed an interpreter to support parents and children who speak English as an additional language. This strategy has been effective in helping to remove barriers to learning and involving parents more in the life of the school. Pupils' attendance has improved. Monitoring is rigorous and pupils who cause concern are quickly identified and appropriate action taken. Systems for safeguarding pupils are robust and staff are clear about child protection procedures. The strong inclusive ethos means bullying and racism are rare. Academic guidance is not fully embedded across the school. Older pupils have a sense of what levels they are working towards but teachers' marking, while supportive, does not always make clear what pupils need to do next to improve.

## Leadership and management

### Grade: 3

A significant strength of the school is the caring leadership of the headteacher. He has ensured that senior leaders, with the support of staff and governors, have established a clear direction for improvement. Assessment data, however, is not used rigorously to inform teachers' planning or to set challenging targets. Senior leaders rightly acknowledge there is still more to do, especially in raising standards in Key Stage 1 and in mathematics. As a result, the school is working in close partnership with the local authority to address this issue. All staff are encouraged to focus on personal professional development, which further promotes high quality care and education. Administrative staff play a vital role in the smooth running of the school and are appreciated by parents. Leaders have been very successful in promoting community cohesion, which is a real strength of the school. Parents from both the Gypsy/Roma traveller and Portuguese communities speak very positively of the support the school provides for them.

Governors support the school well and make regular visits to monitor progress. They are beginning to hold the school to account in ways that gives them a strategic understanding of how to ensure the school's future success. However, the school's improvement targets are too general, which make it difficult to measure outcomes effectively. The school has a satisfactory capacity for further improvement.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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/or disabilities make progress	3

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

7 November 2008

Dear Pupils

Inspection of Bugle School, St Austell, PL26 8PD Thank you for welcoming us to your school recently. We really enjoyed our visit and valued the opportunities we had to talk with some of you and see you in your lessons. In return, I want to tell you what we thought of your school. We have decided yours is a satisfactory school. This means there are some good things to celebrate and some important areas we would like your teachers to improve.

First, here are some of the things that we particularly liked about your school. When you begin school, you settle very well and enjoy your learning. Your behaviour is good. For example, you work well together in lessons and include one another at playtimes. You know how to keep safe and make sensible healthy choices when eating. (I particularly enjoyed having lunch with you!) You have many opportunities to get involved in your community, and to raise money for children in need. By the time you leave school in Year 6, you have made good progress in English and satisfactory progress in science and mathematics. We have asked your headteacher to think about ways he could make your school even better for you. In particular, we have asked teachers to do three things.

- Raise standards in Key Stage 1 and mathematics throughout the school.
- Make sure teachers help you to understand your individual learning targets and know what you need to do next to improve.
- Provide better opportunities for children in the Reception class to learn independently.

I am sure that if you continue to hold such positive attitudes to your work, like those you showed us when we visited your school, you will succeed very well in the future.

Yours sincerely David Edwards Her Majesty's Inspector