

# St Budeaux Foundation CofE (Aided) Junior School

Inspection report

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<b>Unique Reference Number</b>	113483
<b>Local Authority</b>	Plymouth [113483]
<b>Inspection number</b>	325825
<b>Inspection dates</b>	10–11 February 2009
<b>Reporting inspector</b>	Chris Nye HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pam jewitt
<b>Headteacher</b>	Robin Jones
<b>Date of previous school inspection</b>	10 February 2009
<b>School address</b>	Priestley Avenue Higher Saint Budeaux Plymouth PL5 2DW
<b>Telephone number</b>	01752 365217
<b>Fax number</b>	01752 351011

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## Introduction

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

## Description of the school

The school, which is below average in size, serves an area of diverse housing which has higher than average levels of deprivation. Most pupils are of White British heritage and the percentage of pupils with learning difficulties and/or disabilities is slightly above average. Almost all the pupils who enter the school in Year 3 transfer from a neighbouring first school. The school has recently gained the Healthy Schools and Active Mark awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St Budeaux's provides a satisfactory standard of education for pupils. It has many strengths and, under the inspirational leadership of the headteacher, a considerable amount has been achieved since the school was taken out of special measures in November 2006. Parents and carers are overwhelmingly supportive of the school and many commented on how the school has improved: 'It is like a different school compared to five years ago', said one; 'The school is extremely well led', said another. The school is fully aware of its strengths and what it needs to do to improve and has put in place suitable strategies to address its weaknesses. These strategies are beginning to have a very positive impact, particularly in older classes, and therefore the school has good capacity to improve further.

Pupils enter Year 3 with broadly average standards, make satisfactory progress and leave at the end of Year 6 with the standards expected for their age. Their achievement is satisfactory. The school is working hard to improve this and there are early indications that the focus on raising standards in English and Mathematics is helping more pupils to make swifter progress. This is particularly so for those with learning difficulties and/or disabilities, whose progress is now good relative to their starting points. However, the school recognises that there is still much to do to raise standards overall in writing. In mathematics, recent improvements are very encouraging but they are not yet securely embedded throughout the school.

Pupils' personal development and well-being are good. Most pupils behave well, act responsibly and show positive attitudes towards their school and each other. Spiritual and moral development is outstanding. Pupils have a good awareness about how to keep themselves safe and, because of a well planned approach towards encouraging healthy lifestyles, they have an excellent understanding about how to keep themselves fit and well. Attendance is satisfactory. Pastoral care and support are very good and effective systems are in place to ensure that pupils are well guided. Pupils know their targets and their work is marked well. Their progress is accurately and regularly assessed and tracked.

Teaching and learning are satisfactory overall, but the school's own detailed monitoring, verified by inspection evidence, shows that they are improving and an increasing number of lessons are good. The school recognises the need to ensure that the best teaching is mirrored throughout the school so that standards improve at a faster rate. The quality of the curriculum has improved considerably since the last inspection. It is now good because it is planned well to meet the diverse needs and interests of pupils.

The school is led and managed well at all levels and this is the reason why recent improvements are having a positive impact. A strength is the positive way in which all staff work together to overcome past weaknesses. There are very close links with the local community and the school makes a good contribution to community cohesion.

### What the school should do to improve further

- Improve standards and progress in writing throughout the school.
- Ensure that recent improvements in mathematics are embedded so that standards rise further.
- Ensure that all teaching is consistently as good as the best.

A small proportion of the 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**

Pupils enter the school with standards in English and mathematics that are broadly in line with expected levels. By the time they leave at the end of Year 6, most attain, although fewer than average exceed, national expectations in English, mathematics and science. In reading, pupils make good progress and standards have improved. A recent focus on writing is beginning to have a positive impact, although the school recognises that more needs to be done to raise standards and improve progress. In mathematics, standards throughout the school are broadly in line with those found nationally and the school has focused on raising achievement, particularly with higher ability pupils. Whilst they are on track to meet the challenging targets they have set themselves, this is a recent development and is not yet fully embedded throughout the school.

Pupils with learning difficulties and/or disabilities make good progress relative to their starting points and many achieve the expected levels in English, mathematics and science by Year 6. This is because their needs are identified early and they benefit from well targeted support and teaching which focuses on their specific needs.

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

### **Grade: 2**

Pupils' personal development and well-being are good. As one parent commented, 'The children are a credit to the school.' Pupils' social skills are well developed, and they demonstrate a good commitment to the school and local community, for example through fund raising and as prefects, members of the very active school council or as peer mediators. The strong Christian ethos of the school and excellent assemblies help to ensure outstanding spiritual and moral development. Pupils have a good awareness of how to keep themselves safe and have an excellent understanding of how to keep fit and healthy. This is because the school offers a wide range of sporting opportunities, which are very popular, and there is a strong emphasis on encouraging pupils to adopt healthy lifestyles, for example through 'Health Week'.

Most behave well because relationships between staff and pupils are good and the school has effective procedures for addressing disruptive behaviour when it occurs. As a result, pupils say that they feel safe, enjoy coming to school and are enthusiastic about their learning. However, attendance is slightly below the national average because of the number of pupils, particularly from younger classes, who go on family holidays in term-time. The school has worked hard with parents and the local authority to try to improve attendance, but it remains a problem. Although pupils' speaking and listening, numeracy and literacy skills are satisfactory, a good focus on team working and information and communication technology (ICT) is helping pupils to develop additional skills to support their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall and sometimes good. The best teaching occurs when lessons are carefully planned to meet the needs of pupils and take good account of their learning in previous lessons. High expectations, good subject knowledge, and questioning which assesses pupils' understanding and extends their learning and inspirational delivery are

features of some of the good teaching observed by inspectors. For example, in one numeracy lesson, the infectious enthusiasm of the teacher meant that pupils were desperate to show off their knowledge and understanding of the '7 times' table! However, not all lessons are as good, although none was less than satisfactory. In some, opportunities were missed to assess pupils' understanding and the pace of learning was sometimes slowed by high levels of noise, insufficient challenge or pupils who were not focused sufficiently on their work. Teaching assistants make a very positive contribution to teaching and learning and have a significant impact on supporting pupils with learning difficulties and/or disabilities.

## **Curriculum and other activities**

### **Grade: 2**

A considerable amount has been done to improve the curriculum since the last inspection, and this is beginning to have a very positive impact on teaching, learning and standards. Introducing ability sets in English and mathematics and the emphasis placed on meeting individual needs are helping to raise standards, especially in the older classes. The recent focus on matching letters to sounds is starting to improve literacy skills in the younger classes and the careful planning of how all subjects in the curriculum link together means that pupils benefit from a wider and more balanced curriculum. The use of ICT, a weakness in the past, is now a strength and is enhancing pupils' learning, for example by developing their research skills. A full range of extension activities provides good support for pupils who are particularly able or talented. Music and art are good. The curriculum is enriched by a wide range of very well supported clubs and activities, frequent visitors to the school and events such as the science focus week. The school recognises that more needs to be done to develop some areas, such as French, which has only recently been introduced.

## **Care, guidance and support**

### **Grade: 2**

Pupils receive excellent care and support because all staff are committed to ensuring that the pastoral needs of every pupil are recognised and met. All safeguarding procedures meet current requirements and are rigorously applied. Bullying and racism are very rare because the school is proactive in tackling such issues when they arise. A strength is the very good support that the school provides to parents through courses and individual help and advice. The school works well with external agencies to ensure that pupils receive any specialist help that they need.

Pupils benefit from good guidance overall. They are well aware of their targets, which are appropriately challenging. Pupils' work is always marked accurately and most teachers provide clear guidance about how pupils can improve their work. Occasionally, teachers' comments, whilst positive and encouraging, do not make the next steps of learning sufficiently clear.

## **Leadership and management**

### **Grade: 2**

Under the outstanding leadership of the headteacher, the school has regained a sense of purpose and direction. The cohesive staff team work well together to improve the quality of the provision. Although outcomes have not yet been fully realised, inspection evidence confirms that they are on track to achieve most of the challenging targets that they have set themselves.

Rigorous and detailed monitoring of teaching and learning means that leaders and managers at all levels are well aware of the school's strengths and weaknesses. Development planning accurately identifies suitable priorities and actions to improve the quality of the provision. Governors provide a good balance of challenge and support. The school contributes well to community cohesion, particularly at a local level and within the school, and recognises that, although links are being developed with a school in Uganda, more needs to be done to develop pupils' understanding of other communities in the world.

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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	2

### 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	2

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<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	1
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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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	2
The effectiveness of the school's self-evaluation	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Dear Children

Inspection of St Budeaux Foundation Church of England Junior School, Plymouth, PL5 2DW

Thank you for making us so welcome when we visited your school this week and for helping us with the inspection. We really enjoyed chatting to you and the grown-ups, looking at your work and sharing your lessons. We thought that you were polite and well behaved and it was lovely to see how much most of you enjoy school. We both really enjoyed the assemblies we saw and could see how much you enjoyed them too. Well done!

I am sure that you are keen to hear what we thought about your school, which we think is satisfactory overall, but with many things that are really good. These are the main things that we found out.

- You make satisfactory progress and most of you get to the expected levels in English, mathematics and science by the time you leave school.
- The grown-ups support, guide and care for you well.
- We were very impressed with how much you know about how to keep yourselves fit and healthy.
- You are given really interesting things to learn and many of you have great teaching.
- The headteacher and the staff have done a brilliant job in improving your school. They know how to make it better and are working hard to achieve this.

To help your school improve, we have asked your teachers to focus on three things.

- Improve standards and progress in your writing.
- Make sure that standards in mathematics continue to improve throughout the school.
- Make sure that all teaching is as good as the best in the school.

You can help by trying your very best in writing and mathematics and by making sure that your attendance is really good.

Thanks again for your help. It was lovely spending time with you all.

Yours faithfully

Chris Nye Her Majesty's Inspector