

# Bodriggy Primary School

## Inspection report

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<b>Unique Reference Number</b>	111848
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337754
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	Alex Baxter

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	308
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Bagnell
<b>Headteacher</b>	David May
<b>Date of previous school inspection</b>	10 January 2007
<b>School address</b>	Humphrey Davy Lane Hayle Cornwall TR27 4DR
<b>Telephone number</b>	01736 752808
<b>Fax number</b>	01736 755612
<b>Email address</b>	head@bodriggy.cornwall.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. Approximately half of the time was spent looking at pupils' learning. The inspectors visited 20 lessons and 13 teachers were observed. The inspectors also attended an assembly, observed break and lunchtime activities and held meetings with governors, staff, pupils and parents. They looked at plans and policies, records of assessments and the tracking of children's progress. The provision and planning for pupils who are vulnerable or have special educational needs and/or disabilities were evaluated. In addition, 136 parental questionnaires, 32 staff questionnaires and 100 pupil questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the children's skills on entry and whether progress is equally good for all groups of pupils, particularly in reading and writing, and in Years 1 and 2
- the consistency of teaching and learning and the pupils' involvement in learning to accelerate progress
- the degree to which the school facilities and the range of learning opportunities provided for the pupils are used to enrich their achievement.

## Information about the school

This is a larger-than-average primary school where the number of pupils who join or leave the school part-way through their primary education is higher than normally seen. An above average proportion of pupils receive free school meals. The school has an audiology unit designed to meet the needs of pupils with hearing difficulties.

The proportion of pupils who have special educational needs and/or disabilities is broadly average overall, but varies from year to year. Their needs mainly feature speech, language and communication difficulties. Children join the Early Years Foundation Stage in designated Nursery and Reception classes. Among others, the school holds Dyslexia Friendly and International School awards. A school-run breakfast club operates from the school site.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Bodriggy is a good school. Under the inspirational leadership of an experienced headteacher the school has an exceptionally calm and inclusive ethos. This is an improving, very well-resourced school, which already has several outstanding features. These include outstanding curricular and care provision and excellent links with outside specialists, which also include exemplary support for vulnerable pupils and their families. Good links with parents and carers also contribute fully to the pupils' enjoyment and to their outstanding behaviour and contributions to learning.

The children's skills on entry vary from year-to-year and are generally below those levels normally expected, particularly in literacy and calculation. Children make a good start in the Nursery and Reception classes, where a very welcoming ethos secures their confidence. Good progress continues through Years 1 and 2, but, from low starting points, several pupils do not attain the writing and calculation skills expected for their age. Progress quickens in Years 3 to 6 as pupils know their targets better and accept more responsibility for their learning. By the time they leave at the end of Year 6, pupils' attainment is above average in English, mathematics and science and increasingly in information and communication technology (ICT). These standards show that pupils achieve well, including those arriving from other school and those with special educational needs and/or disabilities, including dyslexia. Many pupils participate fully in a wide range of clubs and also develop high levels of skills, notably in music, especially singing, and in sports.

Good teaching is underpinned by the staff's appropriately challenging questioning, their good oral feedback and the tracking of the pupils' progress. Using pupils' spoken responses teachers record and further develop pupils' vocabulary, writing and numeracy skills. These strategies are strong features through Years 3 to 6, but are not always used as effectively in Reception and Years 1 and 2 classes to embed basic writing and calculation skills, and progress slows. Learning is enhanced by the school's excellent and much improved facilities, which include new outdoor learning areas for the youngest children and cutting edge resources for ICT. Pupils also enjoy memorable curricular learning activities. The choir's rendition of Danny Boy during practice for a forthcoming music festival, for example, moved the hearts of all those who took part or listened. Topics are successfully geared to and build on the pupils' interest and previous experience and are reflected, for example, in the school's International Award.

Staff and governors work effectively together and are particularly well led by the headteacher. Together, they ensure that the pupils' welfare is safeguarded effectively. Although improving, not all co-ordinators have sufficient time to monitor their areas of responsibility and therefore to develop and use their skills and knowledge to best effect.

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Even so, self-evaluation is effective because the headteacher, working closely with colleagues, makes good use of tracking data to identify strengths and areas for improvement. All issues of the previous inspection have been tackled effectively, notably improved pupils' achievement in mathematics. Other more recent successes, for example, in stimulating boys' reading and in lifting the performance of more able pupils, also reflect the school's good capacity for further improvement.

**What does the school need to do to improve further?**

- Strengthen the development of the children's language and calculation skills over the next 12 months in the Early Years Foundation Stage and Years 1 and 2 classes, by:
  - more systematically tracking children's progress to identify next steps in learning
  - more frequently modelling good writing by recording the children's orally expressed ideas and suggestions.
- Bring the monitoring roles of subject and aspect leaders to a level that matches the high quality evident elsewhere, during the remainder of the calendar year, by providing more opportunities for them to observe and evaluate the quality of provision in their areas of responsibility.

**Outcomes for individuals and groups of pupils****2**

Visits to classrooms confirmed that pupils of all abilities, including those with special educational needs and/or disabilities and those who join the school part-way through the year, achieve well in relation to their capabilities. This is because good teaching stimulates their interest and enjoyment. In a science lesson in Years 4 and 5, for example, the teacher used the interactive whiteboard effectively to outline learning objectives prior to pupils undertaking their own practical investigation of gases. While progress is generally good through Years 1 and 2, gains are often more impressive in Years 3 to 6 as pupils use and apply their skills to learn more independently. This was seen, for example, in a Year 6 English lesson, when a pupil matched the teacher's excellent role modelling of how to conduct an interview, much to the perceptive delight of his peers.

Pupils really enjoy school and attend well, and their behaviour is exemplary. This reflects the pupils' good spiritual, moral, social and cultural development and also show that pupils with behavioural needs respond very positively to the kind support that they receive. Pupils are justified in saying that they feel safe, because staff fulfil their duties so reliably. Pupils contribute really enthusiastically in and out of lessons. Their concentration and determination to 'get it right' at choir practice, and their genuinely expressed concern to fairly represent the views of others in the school parliament, for example, were very impressive. The pupils' good adoption of healthy lifestyles is seen in their enthusiasm for sports. Most pupils show a good grasp of healthy eating, but this is not always reflected in their choice of packed lunch. By the time pupils leave the school,

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their excellent relationships and good academic achievement prepare them well for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Typical strengths, including when pupils receive support in the audiology unit, consist of close individual support from teaching assistants and very warm relationships to promote the pupils' excellent behaviour and love of learning. Teachers challenge pupils well through quick-fire questioning and encourage pupils to refine and improve their ideas with their discussion partners. These methods were particularly successful for older pupils during literacy and numeracy lessons, when they are grouped according to ability. Teachers encourage pupils to speak clearly and to use correct vocabulary. This was seen in a Years 3 and 4 mathematics lesson when reference to doubling and halving of two-digit numbers effectively developed the pupils' understanding of fractions. In turn, such an emphasis on spoken vocabulary enriches the pupils' writing and problem-solving skills. At times though, in Years 1 and 2, pupils' spoken ideas are not always recorded to best effect to promote their writing skills further, for example, to

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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show the relevance and value of writing and to model good writing for the pupils.

The curriculum is outstanding in the way that it promotes the pupils' enjoyment of school and develops their social and physical skills. Subjects in lessons, and the excellent range of extra-curricular activities, are linked together very effectively. Examples of this were evident in the pupils' written descriptions of their work in music, and in the ICT suite when pupils recorded temperature data to study geographical concepts. The school takes full advantage of its location in ensuring that topics, such as Hayle and the Wider World, branch out from the pupils' experiences and stimulate their interest. A substantial and well-attended variety of clubs, notably in sports and music, and the popular breakfast club further develop the pupils' skills and promote the school's caring ethos.

The staff's excellent pastoral care of the pupils is reflected in the pupils' exemplary attitudes and self-confidence. Staff are diligent in safeguarding pupils' welfare. A wide range of initiatives also enlists help from the pupils themselves. These include a 'bully box' and a 'sorry box' in which pupils can express their concerns and regrets. The headteacher joins other staff in making particular reference to Friendship Tokens and Helping Hands awards in assemblies. The pupils sign up to these ideas in a very committed way and show great pride in achieving and wearing their awards.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has a clear and unwavering vision for his school. By following his dedicated commitment, all staff are diligent in ensuring exemplary equal opportunity and freedom from discrimination for the pupils. This is also seen, for example, in the school's Dyslexia Friendly award. Governors fulfil their duties well, are actively involved in strategic planning and work closely with the staff. All play an important role in sustaining supportive links with parents, and strong links with outside agencies, for example, for family support, help those in need. Self-evaluation is good. The headteacher monitors provision and tracks pupils' progress effectively to keep the governors well informed. This enables them to secure value for money when implementing changes to the school, for example, in seeking best use of the school's ICT facilities. Targets for improvement are suitably challenging. As a result, the quality of teaching and pupils' achievements, especially in Years 3 to 6, has been improved. The headteacher is steadily developing a wider team approach to monitoring provision, but accepts that this requires development. The school promotes community cohesion well.

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There is excellent involvement with the local community through sporting and musical links and global aspects are promoted well through curricular topics and links with schools in different countries. The school promotes the national community soundly through a range of charitable fund raising activities. The headteacher has agreed a joint residential experience with a more culturally diverse school in Ealing to further develop this aspect.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Excellent induction and transition arrangements in Nursery and Reception classes support and welcome parents, and their children settle quickly. Children enjoy their time in Nursery and Reception classes where a stimulating, spacious and very well-equipped learning environment supports their development. 'Watch me!' exclaimed one little boy as he gleefully zoomed down the very safely constructed slide. The staff use the impressive range of learning opportunities well to promote the children's good progress in a range of areas, especially their physical and social development and knowledge and understanding of the world. Good leadership and well-trained staff promote excellent relationships with the children and with their parents, which help the children to make good gains in developing self-confidence. Children clearly feel safe, reflecting the excellent way that caring staff safeguard their welfare. The staff get to know the children well, especially those with special educational needs and/or disabilities, to ensure that teaching and learning are effective. Children enjoy a variety of adult-led activities and those they choose for themselves. At times in Reception, though, the



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children's learning slows because there is too much adult-led activity. This limits the time available for more relevant support of children's own learning choices, for example, to extend their understanding of words and numbers.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Most parents are happy and have full confidence in the school and expressed significantly high percentages of agreement throughout the questionnaire. Several parents also wrote very positively in support of the school, with comments such as: 'The staff are always welcoming and attentive. My daughter looks forward to attending school and talks enthusiastically about her day' and, 'Bodriggy is a very well run school and a caring place for my child to learn.' These reflect the views of the very large majority. A very small minority of parents raised concerns about how the school meets their children's particular needs. Inspectors examined these issues carefully. They concluded that the staff are very diligent in seeking to meet pupils' needs and provide a high quality of pastoral care for all pupils.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bodriggy Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 136 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	73	35	26	0	0	2	1
The school keeps my child safe	94	69	40	29	1	1	1	1
The school informs me about my child's progress	75	55	56	41	2	1	1	1
My child is making enough progress at this school	77	57	52	38	2	1	1	1
The teaching is good at this school	87	64	48	35	0	0	0	0
The school helps me to support my child's learning	82	60	49	36	3	2	0	0
The school helps my child to have a healthy lifestyle	73	54	58	43	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	75	55	54	40	2	1	0	0
The school meets my child's particular needs	83	61	46	34	3	2	1	1
The school deals effectively with unacceptable behaviour	80	59	48	35	2	1	1	1
The school takes account of my suggestions and concerns	74	54	54	40	1	1	1	1
The school is led and managed effectively	86	63	46	34	2	1	0	0
Overall, I am happy with my child's experience at this school	101	74	28	21	5	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 February 2010

Dear Pupils

Inspection of Bodriggy Primary School, Hayle, TR27 4DR

Thank you for your very warm welcome. Thank you too for the help you gave us during the inspection, especially the members of the school parliament and the group of Years 5 and 6 pupils, who told us all about your school. We were very impressed by your excellent behaviour and by your eagerness to learn and enjoy the school's very good facilities. We also noted the very kindly relationships that you enjoy with each other and with the staff who work in the school. We have no hesitation in stating that Bodriggy is a good school.

These are the other things we liked best.

- You are reaching standards that are above those found in most schools. They show that your progress and achievement are good. You also show good skills in using computers.
- Teaching and learning are good and staff make sure that you are safe.
- You are very well mannered and considerate and enjoy an excellent range of activities, which help you to live healthily and to achieve much success in sporting and musical events.
- Your headteacher is an inspirational leader who works very closely with governors and senior staff. They work well together and are always seeking ways of helping you to achieve even more.

To help the school to improve further, we have asked the headteacher, governors and teachers to do two things.

- Help those of you in Nursery, Reception and Years 1 and 2 classes to achieve better in your writing and number work, by showing you even more clearly how you can improve. You can help by telling your teachers when you do not understand something.
- Improve the way senior staff share the task of checking the effectiveness of the teaching and learning so that they can help you to achieve even more.

You can help by always giving of your very best in all that you do at school.

Yours sincerely

Alex Baxter

Lead inspector

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