

Bude Infant School

Inspection report

Unique Reference Number	111945
Local Authority	Cornwall
Inspection number	337785
Inspection dates	22–23 June 2010
Reporting inspector	Alexander Baxter

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

Type of school	Primary
School category	Community
Age range of pupils	5–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Leonard Tozer
Headteacher	Jane Greatbatch
Date of previous school inspection	9 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and eight teachers were observed. The inspectors also attended two Quiet Time assemblies and 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 pupils' progress. The provision and planning for pupils who are vulnerable or have special educational needs and/or disabilities were evaluated. In addition, 57 parental questionnaires and 16 staff questionnaires were analysed.

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

- the degree to which teaching and curriculum learning activities ensure that all groups of learners achieve equally well
- the impact of the school's efforts to raise standards in mathematics and in writing, especially by boys
- the influence of improvement planning in enriching pupils' achievement and enjoyment, for example, through developing Forest School and outdoor learning.

Information about the school

This infant school for pupils aged four to seven years is smaller than average in size. The large majority of pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is below average, but varies from year to year. Such needs mainly feature moderate learning and speech, language and communication difficulties. Children join the Early Years Foundation Stage in two separate Reception classes. Among others, the school holds Healthy School and Artsmark Gold awards. A separately managed children's centre, which includes a nursery, operates on the school site and is not the responsibility of the school governors.

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?

1

The school's capacity for sustained improvement

1

Main findings

- Bude Infant School is an outstanding school. Within a distinctive caring ethos, inspired by a very experienced and capable headteacher, everyone is committed to doing the very best they can for the children. The range of awards given to the school, particularly Healthy School + and Artsmark Gold, provide testament to its high quality educational provision.
- Very efficient monitoring and evaluation of the school's strengths and areas for improvement have lifted standards in writing and numeracy and, by extending outdoor learning opportunities, have also enriched the pupils' academic and personal development. These accomplishments illustrate the school's proven track record in bringing about improvement and its excellent capacity to continue this in the future.
- Children make an outstanding start in the Early Years Foundation Stage (Reception). High quality educational provision throughout the school leads to attainments in Year 2 that are above average in reading, mathematics and science. Many pupils also develop significant skills in art, show a well-developed understanding of the environment and demonstrate good speaking and listening skills. Even though a significant number of children enter with a limited understanding of words and the world around them, inspectors were able to witness skill levels in these areas that are above average by the end of Year 2. These outcomes represent outstanding achievement, including for pupils with special educational needs and/or disabilities.
- Underpinned by careful planning, excellent teaching and learning continue throughout the school. All adults know the pupils really well and give excellent oral guidance to the pupils. However, this is not always accompanied by a similar quality of written or pictorial information about the next steps pupils need to make in order to improve their work. This limits the pupils' ability to check their own progress as an additional spur for new learning.
- Within the school's excellent curriculum, the development of outdoor and Forest School learning, often supported by parents, has brought significant improvement. This is particularly evident in the pupils' self-confidence in finding things out for themselves and in their willingness to learn with and from each other. This was seen, for example, in the wholehearted way pupils participated in the 'wake and shake' exercises before lessons began and similarly in the parents' joyful participation in the after-school Forest School club. Such practical activities typify the many stimulating learning approaches provided throughout the school, which promote the pupils' great enjoyment of learning and excellent pursuit of healthy

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lifestyles.

- In response to outstanding care, guidance and support, the pupils' excellent behaviour and attitudes to learning contribute greatly to their successful academic achievement and personal development and well-being. The way pupils channel their enthusiasm effectively into their learning, for example, by responding positively to the teachers' questions and by confidently raising their own questions, are notable features of most lessons.
- Members of the school council, and of the Buddies Group, who support other pupils at break times, take their responsibilities very seriously. All pupils contribute conscientiously to school life and are well prepared for the future.
- Attendance levels have improved to broadly average, but are still constrained by too many holidays taken in term-time and by a few pupils who should attend more regularly.

What does the school need to do to improve further?

- Over the course of the next school year, make sure that pupils are given very clear recorded information about what they have to do next to improve, for example, by indicating 'next steps in learning' in teachers' marking, in annual reports and in displayed targets for improvement.
- Over the next two terms, work with parents to improve pupils' attendance.

Outcomes for individuals and groups of pupils**1**

The pupils' outstanding learning and progress are evident in all classrooms and extend into the spacious very well-equipped grounds, which now include a superb Forest School area. All pupils, including those with special educational needs and/or disabilities, follow adult guidance diligently and, because they are very keen to learn, pupils achieve extremely well and greatly enjoy their learning. This pattern is set initially in Reception classes and continues throughout the school. In Year 2, for example, pupils wrote poems about what might be sold in a magical shop or were challenged to explore the problems associated with constructing a hotel in their woodland area. Similarly pupils' excellent enthusiasm for learning was very evident when using computers to explore why a sea anemone clings to a rock or, as in Year 1, when using books to determine why fish have fins. Pupils show confidence when talking about their findings to others, assured by the knowledge that their views will be valued. High quality oral discussion, in a variety of groups or with paired buddies, typifies the excellent learning in all classes and accounts for the pupils' above average speaking, listening and vocabulary skills.

All groups of pupils, including those with speech, language and communication difficulties, are making similarly excellent progress, with staff making very good use, for example, of external specialists to strengthen support for pupils with special educational needs and/or disabilities. Teachers introduce and develop pupils' learning through a wide range of practical strategies. These include, for example, farm and woodland visits or 'small world' imaginative play using models of fantasy creatures, including dinosaurs

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and fairies. By these means, teachers ensure that pupils' interests, boys' as well as girls', are stimulated. As a result, pupils' writing is supported by a real story to tell, and boys' writing, in particular has been significantly improved. For similar reasons and when challenged by the teachers' questioning, pupils with more ability also progress exceptionally well, and particularly when solving problems in mathematics. As a result, from a variety of starting points, the above average levels of attainment by the end of Year 2 confirm pupils' outstanding achievement.

Pupils enjoy very friendly relationships and there is a genuine harmony throughout day-to-day activities and learning. Behaviour is excellent, both in class and beyond. Pupils play energetically, but without boisterousness; they are very considerate of each other, and for example, take full and confident advantage of the wonderful and very secure outdoor learning facilities. Although pupils lack first-hand experiences of others from different cultures, they show a good awareness and appreciation of diversity, especially in art, readily talking about their Africa topic, for example. The pupils adopt very active, healthy lifestyles and all those spoken to said how very much they enjoyed school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ 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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How effective is the provision?

Lessons are very carefully planned, have a sharp focus and provide for the differing needs of pupils well. All staff use questioning extremely well and through a constant dialogue with colleagues and with the pupils build a very clear picture of each pupil's needs and abilities. By these means, staff ensure that pupils' needs are identified and tackled at an early stage and promote a continuity of good and better progress as pupils move through the school. Teachers keep detailed written records on pupils' progress and identify pertinent targets for improvement. These are shared fully with parents, especially in support of home-school reading and in annual reports, and with parents whose children have complex learning needs. However, while all teachers keep pupils very well informed through oral guidance, individual pupils and parents would benefit from more precise written guidance in reports and targets to which pupils could refer when assessing their own work. Teaching assistants make a strong contribution to pupils' learning, particularly by lifting the confidence of those with special educational needs and/or disabilities. They also work successfully with other groups, for example, using computers to extend their learning.

All staff know the pupils and their needs and circumstances exceedingly well and very frequently go that bit further to support them. All systems to ensure this high level of care are very thorough and applied rigorously and consistently to safeguard the pupils' welfare. Parents are very appreciative of this care, which the school gives freely, as often as possible, and directly to support individual families in difficulty.

The school's excellent curriculum is securely based on pupils learning enjoyably through practical activity. This includes making full use of the comprehensive outdoor facilities to enthuse pupils and to enable them to make meaningful learning choices for themselves. Teachers make learning relevant to the pupils' experiences by developing creative studies that link subjects together and through an excellent range of clubs. Such activity promotes the school's very supportive community ethos and develops the pupils' adoption of healthy, safe living very effectively.

These are the grades for the quality of provision

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

How effective are leadership and management?

Inclusion, care and achievement for all are concepts that are central to the ethos of the school. Safeguarding procedures are exemplary. The headteacher has successfully

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promoted a real sense of belonging for pupils and staff, who all feel valued. Through team leadership, senior staff and governors make excellent contributions to the running of the school. As a result, pupils now show outstanding achievement, both academically and personally. The staff rightly feel empowered to think and act innovatively underpinning their strongly shared drive for improvement. Monitoring is very effective, pupils' progress is tracked carefully and teaching quality is regularly and rigorously checked. Areas for development are accurately identified and steps for improvement are carefully mapped in a comprehensive plan. The increased standards in mathematics and writing reflect this very effective approach. The equally successful achievement of all groups of pupils in relation to their differing starting points clearly illustrates the school's excellent promotion of equal opportunity and its ability to eliminate discrimination. The school promotes community cohesion well. It holds a respected place in the locality and is rightly valued for its contributions to families and the community. International aspects of community are promoted very well through joyful celebrations of art, culture and music across a range of global topics. The school accepts that promoting the national dimension of community remains 'work in progress' but other elements of this provision are very effective, such as the support pupils give to charities and by their well-developed appreciation of the cultural diversity of art.

These are the grades for leadership and management

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

Early Years Foundation Stage

Excellent links with pre-school providers and with parents help children make a confident start. As in other year groups, strong leadership ensures that children benefit

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from high quality teaching and attention to their care and welfare. Consequently, all children feel very safe at school and greatly enjoy learning. This was clearly evident in the way that children talked enthusiastically about their visit to a local mill farm and happily engaged in sand, water, modelling and construction activities. Reception classes are extremely well resourced and organised to create stimulating areas, both indoors and outside, where all children enjoy and experience successful learning. Teachers and their assistants provide an optimum balance of adult-led activities and those chosen by the children themselves. As a result, children's achievement is outstanding across all areas of learning, especially their personal development and well-being. Assessments show that many have exceeded expectations by the end of their Reception Year and this is particularly evident in the current very good quality of children's writing.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Responses to the Ofsted questionnaire were overwhelmingly positive. Additional comments entered on questionnaires, such as, 'Bude Infants is a great school. The care and support shown by all members of staff to both pupils and parents really gives a family feel and makes everyone feel included', reflect these very complimentary views. A few parents interviewed informally in the playground also expressed strong support of the school. Parents and carers value this school because of the way it cares for their children and several parents also wrote appreciatively about the additional support their families had also received. Parents and carers are also very praising about the work of the staff and of the quality of the learning environment, in particular the outside facilities, most notably the Forest School. There was no consensus across the very few negative comments expressed, which are not supported by inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bude Infant 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	68	18	32	0	0	0	0
The school keeps my child safe	47	82	10	18	0	0	0	0
The school informs me about my child's progress	27	47	28	49	2	4	0	0
My child is making enough progress at this school	34	60	22	39	1	2	0	0
The teaching is good at this school	39	68	18	32	0	0	0	0
The school helps me to support my child's learning	35	61	20	35	0	0	0	0
The school helps my child to have a healthy lifestyle	36	63	20	35	0	0	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)	30	53	22	39	2	4	0	0
The school meets my child's particular needs	32	56	22	39	1	2	0	0
The school deals effectively with unacceptable behaviour	32	56	22	39	1	2	0	0
The school takes account of my suggestions and concerns	33	58	20	35	3	5	0	0
The school is led and managed effectively	36	63	20	35	1	2	0	0
Overall, I am happy with my child's experience at this school	40	70	17	30	0	0	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



23 June 2010

Dear Pupils

Inspection of Bude Infant School, Bude, EX23 8EA

Thank you so much for welcoming us so warmly to your school when we visited recently. We really enjoyed meeting you all and it was good to talk to you, and special thanks to members of the school council and 'Buddies' who met with us. We were extremely impressed by many things, but especially by your excellent behaviour and the high quality of care provided for you by the staff of the school. We are not surprised that you greatly enjoy your time at Bude Infant School for it is an outstanding school.

These are some of the best things we found.

- You make excellent progress because the teachers plan very interesting lessons and make sure that your work is neither too easy nor too hard.
- You rightfully feel safe and live very healthily, and the way you care for each other and contribute to the school and your community are outstanding.
- You really enjoy school and benefit from an excellent range of practical indoor and outdoor learning activities.
- Your headteacher, staff and governors run the school really successfully. They work very closely together and with your parents and other people to help you to achieve your best.

Even an outstanding school can improve and to do this we have asked the headteacher, governors and staff to do two things

- Ensure that you are given more written or displayed information about what you have to do next to improve so that you can play your part in checking and improving your work.
- Work with your parents to help some of you to attend school more regularly by not missing school unnecessarily.

Very good wishes for the future.

Yours sincerely

Alex Baxter

Lead inspector

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