

Bugle School

Fore Street, Bugle, St Austell, PL26 8PD

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Bugle is a rapidly improving school. Since the last inspection a range of carefully planned changes have improved the overall quality of teaching and learning.
- As a result, progress has improved significantly. All pupils are making at least the progress expected nationally. A sizeable proportion make even better progress.
- The headteacher provides the school with strong and focused leadership. Governors and staff share his vision to sustain further improvements in outcomes for pupils.
- Pupils enjoy learning and they behave well. They say they feel safe and they respect each other and demonstrate their pride in their school.
- Governors provide good support and challenge to leaders at the school. They closely monitor the quality of teaching to secure improvements in pupils' achievement.
- This is a very happy school. Pupils are keen to come to school and parents and carers speak highly about the care their children receive.
- Pupils' progress is regularly checked. The headteacher keeps a close check on the quality of teaching and learning. This allows the school to gain an accurate view of the quality of its work and forms the basis of good improvement planning.
- Teaching is good across the school. Teachers use questioning well to support pupils' learning and the quality of marking is of a high standard.

It is not yet an outstanding school because:

- Too few pupils attain high levels in the national assessment tests for Years 2 and 6 because they lack some of the more complex reading, writing and mathematical skills that would help them to do so.
- Teachers' expectations about the quality of pupils' handwriting and the presentation of their work are not consistently high enough.
- Attainment in writing is not as high as that in reading and mathematics. In part this is due to the tasks set by teachers, which are not always difficult enough.
- Adults do not respond quickly enough in lessons to the progress made by individual pupils. As a result they do not reshape the tasks sufficiently to improve the pace and depth of the pupil's learning.

Information about this inspection

- The inspectors observed nine teachers in 15 lessons, of which two were joint observations with the headteacher. The inspectors also observed a number of small-group activities led by teaching assistants. In addition the team heard a sample of pupils read and, with the deputy headteacher, scrutinised a sample of pupils' written work.
- Discussions were held with the headteacher, the Chair of the Governing Body, staff including senior and middle managers, pupils, parents and carers, a headteacher from a partner school and a representative from the local authority.
- The inspectors observed the school's work and looked at a range of documents, including school improvement plans, achievement data, behaviour records, attendance data and documents relating the safeguarding of children.
- The inspectors took account of the 16 responses to the online questionnaire (Parent View) and the 16 responses to the staff questionnaire during the inspection.

Inspection team

David Nebesnuick, Lead inspector

Additional Inspector

Julie Fox

Additional Inspector

Full report

Information about this school

- Bugle is a smaller than average sized primary school.
- The majority of the pupils are of White British heritage.
- The proportion of pupils from minority ethnic groups is well above average and includes a minority of Gypsy Romany Traveller heritage. The school also has a growing number of pupils whose first language is believed not to be English.
- The proportion of disabled pupils or those with special educational needs supported through school action is below average. The proportion supported by school action plus, or with a statement of educational needs, is well above the national average.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding to support children in local authority care, children from service families and pupils known to be eligible for free school meals) is above average.
- The school meets the government's floor standards, which set the minimum expectations for children's attainment and progress.
- The proportion of pupils who join the school later than the normal starting point in Reception is well above average.
- There has been considerable disruption to staffing at the school in the last two years, including the long-term absence of the previous headteacher. The acting headteacher was appointed to the headship in April 2013.
- The school has established a close working partnership with a neighbouring academy.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding overall to raise pupils' attainment by:
 - giving pupils more opportunities to practise their skills in writing, reading and solving problems in different subjects
 - providing pupils with greater challenge in the written tasks set
 - making sure that teachers set more consistently high expectations for the quality of pupils' handwriting and presentation of their work
 - ensuring teachers respond in lessons to their observations of how well individual pupils are doing, to reshape tasks and improve pupils' learning further.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception class with skills and abilities that are generally well below the levels expected for their age, particularly in their literacy and mathematical development. For many children this is also the case for their emotional and social development.
- In the last two years pupils' progress has significantly improved because of improved teaching across the school. All pupils, including those from the Gypsy Romany Traveller heritage and those for whom English is an additional language, make good progress and achieve well.
- Disabled students and those who have special educational needs make good progress from their individual starting points and achieve well due to the good quality support they receive.
- Additional support is targeted well to support the work done in lessons and in small-group and individual settings, ensuring all pupils are fully included and promoting equality of opportunity.
- Pupils who join the school other than at normal times are well supported to settle quickly and participate fully in the life of the school. They make good progress from their starting points.
- Achievement in reading across the school is good because pupils' reading skills are built systematically year on year through daily sessions that pupils enjoy. Their attainment, as shown by the Year 1 check on phonics (letters and the sounds they make) is below average because of the very low skills on entry. However, 2013 outcomes improved on the previous year and their skills are then developed well throughout the school.
- Pupils continue to make good overall progress in all subjects throughout the school.
- The majority of the most able pupils make good progress but they are not always given work at the right level of difficulty to help them to achieve at an even higher level.
- Writing remains the weakest subject area but has shown a steady improvement in those reaching national expectations over the last three years. There has been a rapid improvement in those pupils exceeding national expectations. Overall attainment, however, remains below the national average due to the very low starting points of the majority of the pupils. Over time there has been a gradual improvement in the standards achieved by the pupils.
- Pupils who are known to be eligible for the pupil premium make good progress. Additional funding for personnel to support pupils who are in receipt of free school meals is removing any barriers to their learning and helping to close the gap and improve their attainment. Although their attainment is five months behind the other pupils it represents very good progress against their starting points and all of these pupils made typically expected progress in 2012.

The quality of teaching is good

- Improvements in teaching since the last inspection are due to effective monitoring and support and a wide programme of staff development.
- This is underpinned by staff commitment to continue to improve their teaching and their determination to support senior leaders in their drive for further school improvement.
- Where teaching is best, for example in Year 6, there is excitement and challenge, with pupils encouraged to work at a fast pace and with a successful balance achieved between working with partners and by themselves.
- Occasionally, there are not enough opportunities for pupils to practise and extend their skills in reading and writing, or in solving problems in a range of subjects.
- Teachers monitor pupils' progress with effective questioning and observation. For example in a Year 5 literacy lesson pupils were working on their own to develop dialogue for a story. The teacher skilfully monitored individual progress and encouraged pupils to add more descriptive adjectives to their writing and to increase the pace of their writing. However, teachers do not always respond quickly enough to reshape tasks for pupils that are finding the work difficult or too easy. Consequently the progress of a few pupils slows.
- Typical strengths in teaching include: sensitively managing pupils' behaviour, promoting highly

positive attitudes to learning, modelling sentence structures and using sharp questioning that deepens pupils' thinking skills. Pupils' skills in assessing their own work are well promoted. For example, most marking of pupils' work is of a high standard, giving them praise but also clear next steps for improving their work. In several lessons time is given for pupils to review and improve their work.

- The school is aware that expectations about the quality of pupils' handwriting and presentation of work have not always been high enough, which leads to inconsistency. Whereas some pupils write neatly and produce well-presented work, others do not take sufficient care.
- Teaching assistants are generally skilled at working alongside teachers and supporting individuals and groups. They are well trained and effectively lead intervention groups, particularly in reading and developing speech and language skills.

The behaviour and safety of pupils is good

- Pupils' good behaviour and positive attitudes ensure that pupils are ready to learn. They listen carefully to their teachers and to each other.
- Teachers have high expectations of how pupils should behave and the strategies for ensuring good behaviour are based securely upon praise and rewards. The 'Good to be Green' scheme has improved attendance and raised pupils' aspirations. This approach ensures the good behaviour that is a key feature of the good learning taking place.
- Parents' and carers' online questionnaire responses and a very small number of written responses raise some concerns about behaviour, but these are not endorsed by inspection findings. For example discussions with pupils, parents and carers, observations of classroom learning and of break and lunchtime activities show that pupils care about each other, respond respectfully to adults and work and play very well together. School records indicate a very few incidents of unacceptable behaviour have occurred and that these have been quickly and effectively dealt with by staff.
- Pupils feel safe in the school and are helped to understand how to keep themselves safe. They have a good understanding of what constitutes bullying and say that there is no bullying in the school as all the pupils get on well with each other. They confirm that behaviour in the playground has improved over the last two years.
- The school works closely with parents and carers to emphasise the importance of good attendance and punctuality. Attendance is now in line with the national average.
- Parents and carers told inspectors how their children enjoy coming to school and pupils themselves spoke of how they feel valued, feel safe and proud of their school.

The leadership and management are good

- The headteacher provides the school with clear direction and focused leadership. Together with other leaders and governors, all are committed to continue the improvements already made at the school in teaching and pupils' achievement, ensuring that they are sustainable.
- Evidence from regular checks of pupils' progress, scrutiny of work and teachers' planning and lesson observations is used well to improve teachers' performance and its impact on achievement. This provides a clear picture of what still needs to be done and there is a strong commitment among staff and governors to improve further.
- Staff training needs are monitored well by leaders. They ensure that training is used to ensure that individual and school improvement needs are met and impact positively on the outcomes for pupils. Staff are encouraged to visit, work closely with and share practice with their partner school.
- Leaders check regularly how well pupils are doing, including disabled pupils and those who have special educational needs and those supported by the pupil premium. Regular pupil progress

meetings are used to identify any underperformance and target where additional support is required. Additional support activities are monitored well to ensure that they are effective.

- Additional funds such as the pupil premium are used effectively to boost literacy and numeracy skills, enabling these pupils to achieve at least as well as other pupils, with many doing even better. The high quality of care and treating pupils equally to eliminate discrimination ensure that all groups achieve well.
- The school has audited its sports equipment and is to use the additional funding to strengthen its staff expertise and to work more closely with the local secondary schools.
- The curriculum is supported by a wide range of additional events such as residential experience for Years 4 and 6, visits to Plymouth Argyle Football Club and participation in local music festivals. Assemblies and a focus on the 'Cornish sense of place' scheme and topic work provide a wide range of experiences to promote pupils' spiritual, moral, social and cultural development.
- The school engages well with parents and carers through weekly newsletters and electronic messaging. Parents' and carers' views are regularly sought and they are appreciative of the care that the school offers their children. They believe that the staff provide good role models for their children and they think that the school prepares the children well for the next stage of their education.
- Leaders, including governors, robustly manage all statutory requirements relating to the safeguarding of children.
- Representatives from the local authority have worked closely with the school and provided good support during a time of lengthy staff absences and changes, particularly for the monitoring and development of teaching. The local authority continues to provide appropriate support for the school.

■ **The governance of the school:**

- Governors visit the school regularly and have a good knowledge of its strengths and weaknesses.
- They support the headteacher and other staff well and are effective in holding senior staff to account by raising pertinent questions about pupils' achievement and how it compares with that seen nationally.
- They fully support the headteacher and his strong drive for further improvement.
- Governors use the self-evaluation procedures well to judge the school's progress. They are able to highlight where improvements are needed and they have a strong focus on improving pupils' achievement.
- Teachers' performance is regularly reviewed to ensure that the salary progression reflects the quality of the teaching and their leadership responsibilities.
- Governors make sure that additional funds such as the pupil premium are well used to provide the additional individual intervention support needed to bridge any gaps in pupils' achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111888
Local authority	Cornwall
Inspection number	426737

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair	Dilys Vincent
Headteacher	Tim Wherry
Date of previous school inspection	31 January – 1 February 2012
Telephone number	01726 850420
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