

Inspection of Bugle School

Fore Street, Bugle, St Austell, Cornwall PL26 8PD

Inspection dates: 19 and 20 July 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Inadequate

What is it like to attend this school?

Leaders have created and implemented a clear vision to 'build a love of learning that will last a lifetime'. They expect the very best from all pupils, including those with special educational needs and/or disabilities (SEND). Pupils enjoy learning. Most pupils strive to meet leaders' expectations. They have positive attitudes to their work.

Bullying is rare. Pupils say that they can talk to staff about any worries. The majority of pupils show respect to others. They conduct themselves well. The school is usually a calm and purposeful place. Many pupils join the school throughout the year. They consider it to be a friendly place. Other pupils quickly make them feel part of the school.

Leaders provide opportunities for pupils to develop their talents and interests. For example, they provide a range of extra-curricular clubs, including choir, football and art.

Parents and carers recognise and appreciate the many improvements to the school. They praise leaders for 'putting children first'. One parent commented, 'My child is helped to grow, learn and develop in a nurturing environment.' Parents consider leaders to be approachable. They say that any issues are quickly resolved.

What does the school do well and what does it need to do better?

Children get off to a flying start in the early years. Children learn in a well-resourced and engaging environment. Leaders focus on the development of children's early language and communication skills. Children's individual needs are known very well. Children in the Nursery Year learn a variety of songs and rhymes off by heart. They start to recognise letters and sounds. This prepares them well for learning to read. Children in the Reception Year use their phonics knowledge to form words. They write sentences with increasing accuracy.

Leaders have thought about the key knowledge they want pupils to know across the curriculum and the order in which this is taught. This helps pupils to build their knowledge well. There are regular opportunities to revisit previous learning. Subject leaders understand their subjects well. Leaders provide regular training for subject leaders. They help teachers to create interesting learning activities. This enables them to secure further improvements. Pupils study a broad and balanced curriculum. However, teachers do not use assessment well enough in some subjects. They do not fully understand what pupils know. As a result, some pupils develop gaps in their knowledge and struggle to remember their learning.

Leaders prioritise reading. Leaders deliver training that helps staff to understand the school's approach to phonics. Pupils receive high-quality phonics teaching. Teachers use assessment effectively. This helps them to identify pupils who struggle to read.

Pupils that fall behind receive help to catch up quickly. Teachers make sure that pupils read books that contain the sounds they know. This helps them to read with increasing fluency. Older pupils read books from a variety of genres. They read widely and often.

Pupils with SEND receive the support that they need to learn well. Staff identify their needs as early as possible. Pupils with SEND are able to access an ambitious curriculum, starting from the early years.

Teachers plan a wide range of trips to enhance the curriculum. They ensure that pupils learn about the local area, as well as further afield. Pupils talk with excitement about their regular outdoor learning experiences in the forest. They learn through a well-crafted programme of activities to develop their communication and teamwork skills.

Leaders have clear and consistent expectations for pupils' behaviour. Most pupils behave well. Leaders provide help for a small number of pupils who struggle to manage their emotions. They make appropriate use of alternative provision for some pupils. This enables them to receive the support that they need to be successful.

Leaders act tirelessly to improve pupils' attendance. They monitor attendance closely. Leaders take swift action when improvements are not fast enough. However, pupils' attendance remains below leaders' expectations. When pupils have regular absence, they miss valuable parts of learning. Consequently, they find it difficult to build knowledge well and remember their learning.

Most staff say that leaders consider their well-being. Leaders have carefully supported the staff team through the many recent changes. They have been sensitive to staff workload while remaining focused on the necessary, rapid improvements.

Hub counsellors have an accurate understanding of the school's current performance. They know how to check the quality of education. Hub counsellors play their part in moving the school forward. The trust provides targeted, high-quality support. This ensures that improvement plans are precise and having the desired impact.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. Leaders provide regular safeguarding training for all staff. This supports them to spot signs of possible abuse. Staff understand the procedures for recording and reporting concerns. Leaders act quickly to get vulnerable families the help that they need.

Pupils share any worries with trusted adults. They know how to keep safe through planned curriculum learning.

Recruitment checks are thorough. Leaders record these checks with accuracy. There are rigorous procedures in place for checking the effectiveness of safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not use assessment well enough in some subjects. Teachers do not take account of pupils' prior knowledge. Pupils sometimes develop gaps in their knowledge and struggle to remember their learning. Leaders need to ensure that assessment is precise to ensure teachers understand what pupils know and build on pupils' knowledge successfully.
- Leaders explore every option to improve pupils' attendance. Despite this, pupils' attendance is below leaders' expectations. Pupils miss valuable parts of learning. When pupils have regular absence, they find it difficult to build knowledge well. Leaders need to be persistent in their work with pupils and families to further improve attendance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143165
Local authority	Cornwall
Inspection number	10227512
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	Board of trustees
Chair of trust	Penny Shilston
Headteacher	Luke Rees
Website	www.bugleschool.org.uk
Date of previous inspection	14 – 15 May 2019, under section 5 of the Education Act 2005

Information about this school

- Bugle School joined Aspire Multi-Academy Trust in September 2016.
- Leaders make use of two registered alternative provisions.
- The nursery includes provision for two-year-olds.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors spoke with school leaders, subject leaders, parents, pupils and representatives from the trust.
- To evaluate safeguarding, inspectors spoke to the designated safeguarding leader (who is also the headteacher). Inspectors also spoke with staff, governors and pupils, and evaluated record-keeping and staff training.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents, and comments made by parents online during the inspection. They also evaluated responses to Ofsted's staff and pupil questionnaires.
- An inspector met with parents at the end of the first day.

Inspection team

Jane Dennis, lead inspector

Her Majesty's Inspector

Mark Lees

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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