

Budehaven Community School

Valley Road, Bude, Cornwall, EX23 8DQ

Inspection dates

15–16 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students' GCSE results are not as good as they should be, particularly in mathematics.
- In all year groups there are some students who do not make enough progress in some subjects. This is especially so in mathematics.
- The most able students do not always make rapid progress.
- The overall quality of teaching across the school is not yet good. Teachers do not always use all available information to plan lessons and activities that encourage students to think deeply about the things they are learning. This limits students' progress.
- The quality of written feedback given to students about their work is not consistent. Students are not always given clear advice about exactly what they need to do to improve, or how they can make their work better.
- Students who are disadvantaged do not make as much progress in English or mathematics, compared to other students in the school or other students nationally.
- Leaders, managers and governors use the pupil premium funding to give help to disadvantaged students. This has not been successful in reducing the wide gaps in achievement.
- The school is not clear about which types of support have been most helpful in improving the achievement of disadvantaged students.

The school has the following strengths

- Leaders are committed to improving the school and carefully check and confirm that initiatives are impacting positively on student progress.
- There have been changes in the leadership of English and science. This has resulted in improvements in the teaching of both subjects.
- The school's status as a community school and its extensive sports facilities provide a resource for the local community and a wide range of local primary schools.
- Students behave well and are well equipped for learning. The school works well to keep them safe and secure.
- Students benefit greatly from an extensive range of extra-curricular activities, including residential visits.
- The sixth form is good and improving. It provides a wide range of opportunities to older students, who make good progress in a range of subjects and qualifications. Many of these students successfully move on to university or training in their chosen careers.

Information about this inspection

- Inspectors observed students' learning in 36 lessons. In addition, inspectors made other short visits to lessons and looked at the school's unit which provides specialist support for disabled students and those who have special educational needs. Visits were also made to tutor-time sessions. Senior staff accompanied inspectors on some visits to lessons. A short visit was made to 'The Haven' which offers an integrated health and well-being support service to the school's students and also to all local school-aged children.
- Meetings were held with seven members of the governing body, senior and middle leaders, teachers and representative groups of students. Informal conversations were held with students around the school between lesson times. An inspector had a conversation with a representative of the local authority. One inspector listened to individual students reading aloud and talked to students about their reading.
- Inspectors observed the school's work and looked at samples of students' work to judge the rate of progress and the quality of the assessment and marking processes. They also looked at progress data, documents about the school's development and evaluation, safeguarding information and records about attendance and behaviour. The records showing the impact of professional development for staff were also examined.
- Inspectors took into account the views of 114 parents who completed the online questionnaire (Parent View). Attention was given to a small number of letters and other communications which were received from parents. All members of staff were invited to contribute their views in a questionnaire and 81 responses were received and taken into consideration.

Inspection team

Ann Cox, Lead inspector	Additional inspector
David Bowles	Additional inspector
Neville Coles	Additional inspector
Deirdre Fitzpatrick	Additional inspector
Neil Gillespie	Additional inspector
Terry Payne	Additional inspector

Full report

Information about this school

- Budehaven Community School is larger than the average-sized secondary school. It has a sixth form which offers academic and work-related courses to students. The school roll has fallen steadily over recent years, reflecting a drop in the number of secondary age students living locally.
- The school is part of a co-operative foundation trust which was formed in 2012 together with eight local primary schools. Nearly all students from these local primary schools move on to Budehaven Community School.
- The school has a local authority resource unit known as 'The ARBour' for students who have complex and severe learning difficulties. It has twelve places with ten students currently on roll.
- The proportion of disabled students and those with special educational needs is above the national average.
- Almost all students are of White British heritage. Very few students do not speak English as their first language.
- The proportion of students known to be eligible for the pupil premium is just over a quarter of the students on roll, which is in line with the national average. This is additional funding to support students eligible for free school meals and children looked after by the local authority.
- In Years 7 and 8, about a fifth of students benefit from additional help in mathematics and English, funded by the government's catch-up premium.
- 'The Haven' is based on the same campus.
- A nursery for pre-school-aged children is located on the same campus; it is run and inspected separately.
- The school has extensive facilities for sports. These are used by the local community after school hours through Budehaven Community Leisure (BCL), which is led and managed by the school. BCL also supports the development of physical education, health and well-being across over 20 primary schools in the surrounding area.
- The school meets the government's floor standards, which set the minimum expectations for students' attainment and progress.
- A small number of Key Stage 4 students are educated off site for one day each week at the Duchy College, Stoke Climsland or Petroc College, Barnstaple.
- During the inspection Year 11 students were undertaking internal 'mock' examinations and so their lessons were not all running as they usually do.

What does the school need to do to improve further?

- Improve the overall quality of teaching so that all students make at least good progress and achieve well in all subjects by:
 - ensuring that teaching, particularly in mathematics, challenges students, including the most able, to think more deeply about their learning
 - consistently providing regular high-quality written feedback to all students about their work so that they know what they need to do to improve and how this can be achieved.
- Improve the effectiveness of leadership and management across the school by:
 - increasing ways to check that pupil premium funds are being used to help disadvantaged students catch up with their peers.
 - giving closer attention to checking on which support strategies are most effective
 - ensuring that enough attention is given to comparing students' achievement with national, as well as local, data.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leadership and management have not yet been successful in sustaining improvements in the quality of teaching and students' achievement. The long-term absence of key staff, including a senior colleague has had a negative impact in the last two years. These issues are now close to being resolved.
- The headteacher is passionate about providing the best possible opportunities to all students. He is well supported by senior leaders and governors, who share the same aim and are all ambitious for the school.
- The school acknowledges that there have been disappointments with some areas of the school's work. Too much attention has been given to making local comparisons rather than looking at the progress of students against the national data. Leaders are not complacent and following a detailed analysis of the school's strengths and weaknesses, they have drawn up realistic improvement plans.
- Intervention activities to help those students who have fallen behind in their work or have special educational needs have not always been successful. This is because in the past insufficient attention was given to evaluating what works best. There is evidence within the school that the gaps in achievement between current students are beginning to reduce, including for disadvantaged students.
- High priority has been given to strengthening the skills of middle leaders. There are variations in the quality of subject leadership and not all subject leaders have a clear enough understanding of the strengths and weaknesses within their specialist areas.
- The progress of current students shows good improvements in science, and progress in English has improved since a dip in 2013. The school is engaged in making strident efforts to bring about similar improvements in mathematics.
- The school takes active steps to ensure that there is equality of opportunity for all students. Leaders are aware that the provision for disadvantaged students and those with special educational needs has not yet had sufficient impact on their achievement.
- In the past, the management of teaching and learning did not ensure that these aspects were of a consistently good standard. However, there are now clear improvements. Middle and senior leaders are addressing specific issues to strengthen teaching, particularly the need to improve the progress made by disadvantaged students. Teachers are given training appropriate for their professional development, with any underperforming teachers being given additional support.
- The school is highly inclusive, and the school's leaders work with a wide range of agencies. This has helped to secure additional provision to the advantage of the school's students and the wider community. This is evidenced by the development of 'The ARBour' for students with special educational needs, 'The Haven' to provide health and well-being support, and the extension of community sports opportunities.
- Senior and middle leaders are working well with other schools and organisations to bring about improvements in teaching and students' progress. The local authority is providing good-quality support.
- The school strongly promotes spiritual, moral, social and cultural development through a variety of activities, including assemblies, extra-curricular activities and activities delivered through subjects. The school has been successful in raising awareness about e-safety matters and students of all ages are able to talk about the practical advice and training they have received.
- Visits to places of interest and residential trips enhance students' experiences and enjoyment. There is engagement in national and global matters; for example, the school has close partnership links to organisations in Ethiopia. The school's co-operative principles support the promotion of democracy and British values such as through the involvement of student members on working parties to develop ideas and resources. Students develop leadership skills by participation in activities and fund raising for charities. They are well prepared for life in modern Britain.
- The school's curriculum is broad and balanced and offers a wide range of subjects to interest students. It prepares them well for their future lives. The school has developed a range of activities to encourage students to be ambitious and offers opportunities to extend learning. For example, there is a club for learning Latin.
- There is good liaison between the school and other providers to ensure that the small number of students being educated part-time at other centres for some days are making good progress on appropriate courses. Their attendance and behaviour are checked carefully. These students then progress to further training and have enhanced employment opportunities.
- All students are given wide-ranging advice about the next steps after leaving school and careers advice. This work is effective and very few students do not make successful transitions to the next stage.
- Students benefit considerably from the extensive opportunities for extra-curricular activities. There are many sports activities, clubs for dance, drama, music, board games and more. Other opportunities include

participation in the Duke of Edinburgh's Award scheme and residential trips.

- Safeguarding procedures meet statutory requirements and are effective in keeping students safe.

The governance of the school:

- The governing body is well informed about the work of the school. 'Link governors' make regular visits to the school which enable them to maintain direct contact with students and teachers. They also receive frequent reports from senior leaders and subject leaders about the progress of the school.
- Governors receive regular training to ensure that they are competent when examining data about the performance of the school compared to others locally and nationally. Governors are aware of the current issues relating to students' achievement and provide challenge and support to the senior leaders. Governors realise that the progress of students has not been as consistently good as it should be, especially in mathematics.
- Governors have oversight of the system which makes sure that the pay of teachers is linked to the progress of students.
- Governors are aware of how the pupil premium funding has been spent. They know that the impact has been limited and are clear that some changes are needed to address this aspect of the school's work.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. They are polite and well mannered towards each other and get on well together. They are also respectful towards the school's staff and to visitors.
- In lessons, students respond positively to teachers and they have good attitudes to learning. When the activities in lessons really engage and interest them they make rapid progress because they are then very keen to learn. Inspectors did not find any evidence of disruption in lessons and students confirmed that this is typical. Behaviour is not yet outstanding because students' attitudes to learning are not exemplary across all subjects and year groups.
- Students arrive at lessons promptly with the correct equipment needed for the lesson. They move around the corridors sensibly in an orderly manner and look after the facilities well. The numerous displays of artwork and other products on display around the school demonstrate the pride that students take in their work and surroundings.
- There was very little evidence of litter or of graffiti spoiling the facilities and students look after the school site well.
- Exclusion as a sanction is only used as a final resort by the school, and when the action is deemed to be necessary, support is given to students to help them to successfully re-enter their classes.

Safety

- The school's work to keep students safe and secure is good. There is a very positive and inclusive ethos throughout the school.
- The school takes action to educate students about all forms of bullying and students demonstrate a good understanding. Students expressed confidence that the school deals well and effectively with any matters of bullying which are reported to staff.
- Particular care is taken to prepare students for mixing with a more diverse community than they experience at present. Incidents of racism are not tolerated and the very few incidents which have occurred have been dealt with appropriately.
- Students are given clear advice about how they can keep themselves safe from a range of risks, including cyber bullying and exploitation. Student representatives expressed great appreciation of the services available to them through 'The Haven' which they can access by self-referral.
- Students told inspectors that they feel safe around the school; most staff and parents shared this view, although some parents expressed concerns. Inspectors found little evidence to support these parental concerns because they are confident that the school's leaders take all reasonable steps to ensure the safety of students.
- The attendance of students at school has shown some improvement over time, although it remains slightly below the national average. A small number of students are persistently absent and numerous strategies are being used to bring about improvements. Personalised programmes and the use of some pupil premium funds have been targeted at this area, with some evidence of success.
- When students attend courses at other sites their attendance and welfare are monitored and checked systematically to ensure their safety and well-being.

The quality of teaching**requires improvement**

- Students do not make good progress across all subjects because there are variations in the quality of teaching, particularly in mathematics.
- In lessons teachers secure a positive climate for learning and students participate well in activities. When the interest of students is really engaged, such as in technology lessons, they become very active learners and make rapid progress.
- When the activities in a lesson allow students to develop good understanding students learn well. For example, inspectors saw challenging activities set for students in some English lessons. In mathematics the activities and level of challenge do not always encourage students to think deeply about their learning and so they do not develop sufficient depth of knowledge and understanding. This slows their progress.
- Additional support aimed at students who have fallen behind has not been effective because it has not been sufficiently tailored to the needs of the individuals. There is evidence that some improvements have been made with younger students, but these have not always been sustained as they move through the school. Sometimes teaching assistants do not allow enough time for students to develop ideas for themselves and this does not encourage sustained progress over time.
- Inspectors saw some good examples of marking and feedback where students responded positively to advice and then made improvements to their work. In some classes the written feedback was less detailed and sometimes infrequent. This resulted in the students not making enough good progress because they did not have clear advice about how to improve.
- The school has dedicated time for students to read and encourages the use of the school's library. A selection of students read to an inspector with confidence, and the evidence seen across the school confirms that the teaching of reading skills is good.
- Senior staff have worked to improve the teaching of literacy skills across all subjects. In many classrooms there are posters displaying key vocabulary relating to the subject and students find these useful.
- Since the last inspection, improvements have been made in the teaching of science and these have been reflected in better examination results across a range of qualifications.
- The school has flexible learning days when various themes are explored, allowing student to develop thinking skills, team working and creativity. This approach helps them to make good progress in some aspects of their learning.

The achievement of pupils**requires improvement**

- The achievement of students is not yet consistently good, particularly in mathematics. Disadvantaged students who are eligible for additional support through the pupil premium funding do not make sufficient progress in English or mathematics.
- Overall, students in most years joined the school with skills and abilities typical for their age.
- The school acknowledges that examination results in 2013 were particularly disappointing. In 2014 there was a recovery in most areas, including English. Attainment and progress in mathematics have not yet shown significant improvement and remain below national expectations.
- The school's overall results were improved by second attempts in GCSE mathematics, especially for middle-ability students who took the qualification early. The school is aware of this and, as a result, has reviewed the policy of entering students early for examinations.
- Disadvantaged students are given help to catch up and but the school has not yet been successful in reducing the gaps in achievement between these students and their peers in English and mathematics. In 2014, there was a gap in English of just over one GCSE grade for disadvantaged students compared to the school's other students, and in the same year the gap was about one and three quarters of a grade in mathematics. Both of these gaps have increased since 2013. Compared to other students nationally, the gap for GCSE English in 2014 was about one grade, and for mathematics the gap was over two grades.
- The school has worked successfully to secure improvements in science since the last inspection, and now students are making good progress in a range of science qualifications.
- Students consistently make very good progress in technology subjects and French. This is reflected in above-average examination results in this area.
- The school's own tracking data indicates that current students are now making better progress in most subjects compared to recent years. The data also suggests that gaps between different groups are beginning to narrow.

- The most able students in the school are making very good progress in English compared to national outcomes, with an above-average proportion achieving the highest grades of A* or A. However, in mathematics the proportion of the most able students gaining the highest grades is much lower and falls well below the national average. Overall, these students are not achieving as well as they could.
- The school has invested in improving students' reading skills. Progress is now evident with students reading confidently and well.
- The progress of disabled students and those who have special educational needs requires improvement. Students with special educational needs are taught in the 'ARBour' and, where appropriate, sometimes in the main school. These students do not always make good progress because they are not being taught to find out things for themselves.
- The school checks that students who attend alternative provision make good progress in their courses and gain appropriate qualifications which help them to progress to further training and work.

The sixth form provision is good

- The sixth form offers a wide range of subjects for study to A-level standard, alongside a range of work-related qualifications. Students enter the sixth form with appropriate qualifications to allow them to follow these courses. Where required, appropriate support is given to help them to gain at least a C grade in GCSE mathematics or English. The examination results gained by sixth form students have steadily shown improvement; students make good progress from their starting points. The progress made in work-related qualifications is very good, with outcomes being in the highest grade ranges.
- Teachers demonstrate secure subject knowledge and plan lessons which engage students' interest. Students are set appropriate challenges so that they develop good learning skills, and their self-confidence increases as they succeed in meeting each challenge. For those who find aspects of their studies difficult, there are several levels of support available that help them to make good progress.
- All groups of students in the sixth form make good progress and there are no significant gaps. Disadvantaged students who are eligible for additional funding support make similar progress to other students in the sixth form.
- Good advice and guidance are given before students start their courses to help them to make appropriate choices. A wide range of opportunities and experiences are available throughout the sixth form so that students have good information about the options open to them in the next stage of their lives. Nearly all successfully progress to university, further education or training courses in their chosen fields.
- There is strong leadership of the sixth form to promote progress in learning and the development of personal skills. Students behave well and develop positive attitudes to study and work, and a good understanding of the world in which they live and how they can make a positive contribution themselves. Students said that they particularly value the fortnightly session that they each have with a personal tutor. Extended assembly sessions have well-planned themes and offer good opportunities for extending knowledge and understanding. Students demonstrated that they have a good understanding about how they can keep themselves safe from a wide range of risks.

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	112045
Local authority	Cornwall
Inspection number	449581

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,132
Of which, number on roll in sixth form	211
Appropriate authority	The governing body
Chair	Maureen Connelly-Webster
Headteacher	David Barton
Date of previous school inspection	16–17 March 2010
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