

Budehaven Community School

Inspection report

Unique Reference Number	112045
Local Authority	Cornwall
Inspection number	337826
Inspection dates	16–17 March 2010
Reporting inspector	Paul Sadler

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

Type of school	Comprehensive
School category	Community
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	1278
Of which, number on roll in the sixth form	264
Appropriate authority	The governing body
Chair	Jeremy Dowling
Headteacher	David Barton
Date of previous school inspection	4 October 2006
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Introduction

This inspection was carried out by five additional inspectors. They observed 39 lessons taught by 39 teachers and held meetings with staff, governors and groups of students. They observed the school's work, and looked at documentation including that relating to students' attainment and progress, strategic planning, and the care of students with particular needs. The responses to questionnaires completed by students, staff and 369 parents and carers were analysed.

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

- reasons for differences in GCSE attainment between English, mathematics and science
- the consistency and quality of teaching across the school
- the impact of the sports specialism across the wider school curriculum
- the quality of care, guidance and support to see if aspects of it are better than the school believes.
- the quality and range of students' opportunities to develop an understanding of the range of beliefs and cultures represented in the UK.

Information about the school

The school serves a small coastal town and the large, dispersed surrounding rural area. Almost all students are of White British ethnicity. Overall, the proportion of students with special educational needs and/or disabilities is average. However, these needs range from those with moderate behavioural or learning difficulties, to students who require constant nursing care as the school has additional resources to meet the needs of 10 students with profound and multiple needs and disabilities. A number of students are in the care of local authorities.

The school has had sports specialist status since 2004. An innovative feature is the recently opened integrated health centre which caters for many of the health and well-being needs of the students and, increasingly, the wider local community. A pre-school, not managed by the governing body, is located on 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

This is a good school. It has many strengths, including a number of outstanding features. In this relatively remote area, the school makes an outstanding contribution to community cohesion and students make an excellent contribution to their own community. As part of this work, imaginative use is made of the school's sports specialism, which itself is of excellent quality. For example, students researched the need for additional social opportunities for young people, partly to reduce antisocial behaviour, arranged for the school to provide activities and then evaluated their impact. The school makes outstanding use of its partnerships with agencies, the local community and its widely dispersed partner education establishments. The newly developed 'Haven' integrated health centre is an excellent example of these partnerships in action. It reflects the quality of care, guidance and support that students receive, which in almost all respects is very good indeed, especially where it concerns students with special educational needs and/or disabilities, and those in public care. The relatively light supervision of older students at lunchtime is the only weakness here. The provision for those with profound needs is excellent. The range of opportunities for all students to apply their skills, such as through independent and collaborative learning and through their use of information and communication technology (ICT), is another outstanding feature of the school. These skills, together with their good attainment ensures that students are exceptionally well prepared for the future.

From their below-average starting points students make good progress and attain above-average standards in GCSE, A-level and other sixth form courses. There are particular strengths in many subjects, including English, geography, ICT and physical education (PE), and increasingly so in mathematics, a past area of relative weakness. This is due to the promotion of consistently good or better teaching through effective subject leadership and good use of assessment to identify students' individual needs and encourage them to improve. In a few subjects, most notably science, these strengths are less apparent, so that attainment here is average and progress satisfactory. Attendance has improved since the last inspection and is now above average. Students behave well and have a good understanding of how to keep healthy and safe, so their overall achievement is good.

The sixth form provision develops students into mature and confident young adults. They play a full part in the life of the school, for example through mentoring younger students and participation, including at regional and national level, in sport. They make good progress and attain above-average standards, especially at A level, because teaching in the sixth form is universally good and on occasions outstanding.

Under the leadership of the effective headteacher, a strong team of senior leaders has

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an accurate view of the school's strengths and weaknesses and has taken effective action to rectify the latter, for example following a drop in standards of English and mathematics in 2008. The school is a highly inclusive institution which has a clear vision, strongly supported by an effective governing body, of its role at the heart of the local community. Well-planned actions over an extended period have gone a long way to achieving this, demonstrating the school's good capacity for these improvements to continue.

What does the school need to do to improve further?

- Raise students' attainment and improve their progress in science by:
 - ensuring that, by January 2011, teaching of the subject is at least good, in line with the vast majority of other subjects in the school
 - raising the quality of leadership at subject level to ensure greater drive and to improve the impact of monitoring and evaluation.
- Ensure that the best practice in the use of assessment found in many subjects is extended throughout the school.

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

Inspectors saw many examples of students' good progress in lessons leading to above-average attainment. Often this is because tasks are carefully planned to meet their needs, such as when Year 9 students analysed the text of *Great Expectations* through a series of small, carefully planned tasks. A notable feature of students' learning in the large majority of lessons where they make good or better progress is the very effective use they make of their wide range of skills. For example, in a lesson in which Year 10 students were collecting and analysing data concerning the purchase price of cars, they used ICT confidently to collect information and present their work, and helped each other to make good progress through discussion and advice. Year 7 students chose to use role play to share their understanding of the sensitive topic of puberty, with imagination and maturity and without embarrassment. These examples reflect students' good progress and behaviour in lessons, also seen in the dining hall and around the school. On the rare occasions where behaviour and progress are less good, this is because students do not fully understand the task. This is more frequently the case in science than in other subjects. Careful monitoring of progress and very good support enable students with special educational needs, disabilities or in public care to achieve well, for example through the excellent 'FunFit' programme targeted at students with physical and coordination difficulties.

Students use the exceptional sports facilities well to keep themselves fit and healthy. Not all follow a healthy diet as some older students usually purchase their lunch from the local supermarket. As part of their good cultural understanding, students have links with students from Ethiopia, and also London, from where young people in challenging circumstances come to experience surfing, through a link developed by the school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In the large majority of lessons, teaching is good or outstanding because of teachers' high expectations of what students can achieve, a brisk pace and the planning of work that meets their needs. In most subjects assessment is used well to plan work, but this is not always the case because, as in science, not all staff are fully committed to the approach used. In the best examples, students assess their own and each other's work and are set challenging targets to which they can realistically aspire. Effective teaching assistants are used well to support those with special educational needs and/or disabilities. In the Arbour resource for those with profound needs, staff use their detailed knowledge of each student to enable them to make the best possible progress, for example through encouraging their use of voice simulators.

The curriculum is broad and offers students a wide range of opportunities. The sports specialism is used especially well. Here, as an inspector wrote, 'the student is at the heart of everything'. Changes to improve the provision in science and for lower-attaining students in Years 10 and 11 are too recent to fully evaluate their impact, although interest in A-level sciences is rising. There is a good range of additional activities

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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available, especially in sport and fitness.

Students receive good guidance for the next stage of their lives and have a thorough understanding of the opportunities available to them. In some cases students travel long distances to pursue courses of particular interest to them. The school has investigated the possibility of further broadening its sixth form provision but has correctly concluded that to do so would not be cost effective.

These are the grades for the quality of provision

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

How effective are leadership and management?

The strong team of leaders and managers of the school have succeeded in conveying their drive and ambition to the great majority of staff and more widely in the local community. A number of initiatives, in many but not all cases linked to the school's sports specialist status, have succeeded in embedding the school at the heart of the local community and are one aspect of its excellent overall contribution to community cohesion. Within the school, there are particular strengths in the development of the school's inclusive ethos, and in the leadership of teaching and learning, although the impact of the latter has yet to extend to science. School leaders have an accurate view of strengths and weaknesses. They have identified areas of best practice, for instance in sixth form teaching, and have successfully extended these across the school. Governors support and challenge school leaders effectively. They meet their responsibilities, such as to ensure the safeguarding of students. Arrangements meet current requirements, although some minor shortcomings, mainly related to the open nature of the school site, were brought to the school's attention by the inspection team. Relationships with parents and carers are good.

The school ensures equality of opportunity well, especially in respect of students with special educational needs and/or disabilities and of those in public care. It tackles discrimination effectively, for instance in challenging any racist attitudes displayed by its almost exclusively White British student population.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Students enjoy their time in the sixth form. Inspectors saw no teaching in this part of the school that was less than good, and this leads to good achievement and attainment that is above average at A level, although there is some variation between subjects. The independence and responsibility of students is developed well, as reflected in their enthusiastic involvement in the school, in sport and in the wider community. Most students proceed to higher education and the school uses links, such as with the University of Plymouth, well to develop students' understanding of what is available and the demands of university life. The effective leaders have identified that the proportion of students who continue their studies into Year 13 could be improved, and this is being tackled. The school works hard, and successfully, to enable students with special educational needs and/or disabilities, or who find themselves in difficult circumstances, to continue with their studies, reflecting the wider inclusiveness of the school as a whole.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

A very large majority of parents and carers are satisfied with their child's experience at the school and say in particular that it keeps them safe. Children's progress, their

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preparation for the future and the school's leadership and management are also seen as strengths. Inspectors agree with these positive views. Small minorities expressed concerns about support for their child's learning, the way behaviour is handled, the extent to which the school supports healthy lifestyles and the extent to which their suggestions and concerns are taken on board. In general, inspectors found no evidence to support these views, although they agree that more could be done to encourage older students to eat healthily at lunchtime. Further investigations found that communication difficulties usually relate to individual staff members.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Budehaven Community 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 369 completed questionnaires by the end of the on-site inspection. In total, there are 1278 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	27	234	63	26	7	7	2
The school keeps my child safe	87	24	258	70	15	4	0	0
The school informs me about my child's progress	96	26	225	61	44	12	2	1
My child is making enough progress at this school	100	27	224	61	33	9	6	2
The teaching is good at this school	67	18	240	65	42	11	4	1
The school helps me to support my child's learning	57	15	214	58	76	21	6	2
The school helps my child to have a healthy lifestyle	71	19	214	58	63	17	5	1
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)	82	22	882	62	27	7	4	1
The school meets my child's particular needs	75	20	226	61	44	12	4	1
The school deals effectively with unacceptable behaviour	57	15	217	59	55	15	20	5
The school takes account of my suggestions and concerns	48	13	218	59	61	17	10	3
The school is led and managed effectively	83	22	214	58	35	9	4	1
Overall, I am happy with my child's experience at this school	100	27	227	62	28	8	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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"> ■ 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.



31 March 2010

Dear Students

Inspection of Budehaven Community School, Bude EX23 8DQ

Thank you for making us welcome when we visited the school recently. We would especially like to thank those of you who gave time to speak with us and to show us your work. We found you to be friendly, responsible and articulate young people.

Budehaven is a good school. These are some of the best things about it:

- You make good progress and reach above-average standards in GCSE and A- level examinations. You use your skills in an excellent way to prepare yourselves for adult life.
- You make an outstanding contribution to the community. We were very impressed with the work you have done to improve opportunities for Bude's young people in the evening.
- It is a very inclusive school. This means that everyone is welcome and those of you who have special needs, disabilities or are in care get good support. The Haven integrated health centre and the 'FunFit' activities are good examples of this.
- The specialist sports provision and the Arbour Centre are excellent aspects of the school.
- You behave well in and out of lessons.
- You know a lot about staying healthy and safe, although Years 10 to 13 might think about eating less junk food at lunchtime!
- The headteacher, senior staff and governors lead the school well.

We have asked the school to do two things to make it even better. We have asked that your progress in science is improved by making lessons more interesting and that the way assessment is used in some subjects, for example through you assessing your own and each other's work, is used more throughout the school.

Yours sincerely

Paul Sadler

Lead inspector

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