

Inspection of Boyton Community Primary School

Boyton, Launceston, Cornwall PL15 9RJ

Inspection dates: 6 and 7 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

The new school leadership team is bringing about improvements at Boyton Community Primary. Leaders have prioritised developing the curriculum. However, these improvements are not yet secure and consistent across the school. As a result, the quality of education that pupils receive is not good enough.

The school values of 'greatness, resilience, openness and well-being' are woven through all that the pupils do. Pupils are proud of their school. Older pupils value the roles of responsibility they hold. Being a lunchtime monitor or reading buddy requires them to support and care for younger pupils. Pupils have a rich and varied range of opportunities and experiences to enhance their learning, for example camping, climbing, surfing and musical tuition. As a result, the majority of pupils are growing in resilience and independence.

Pupils feel safe. Older pupils recognise that behaviour has improved considerably. They know the high expectations adults have of them and work to meet them. Pupils have adults who they are comfortable to speak to if they are worried or concerned. Pupils say that bullying does not happen now. They say that all pupils get on. Parents agree that there have been some significant improvements recently. They recognise the difference these are making to the education that pupils receive.

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

The new school leadership team has a clear understanding of what needs to be done to improve the quality of education that all pupils receive, including those who are disadvantaged and pupils with special educational needs and/or disabilities. Despite leaders taking swift action, many of the improvements to the curriculum are still in the early stages. School leaders have not checked the impact of their decisions. Consequently, leaders do not have all the information they need to continue to improve the curriculum for pupils.

Leaders prioritise reading. They have made extensive changes to the reading curriculum. Pupils now access high-quality texts that they enjoy and that support their learning of the wider curriculum. Pupils enjoy adults reading to them, but they are still developing their knowledge of books and authors. Pupils at the earliest stages of reading learn phonics right from the start. However, leaders do not have a fully accurate view of how well pupils learn their phonics sounds. They do not ensure that staff have the necessary expertise to support pupils effectively. This is common to other areas of the curriculum. Some staff do not have the knowledge to fully support the recent improvements to the curriculum and ensure pupils learn as well as they should.

Leaders have successfully embedded some of the changes they have made to strengthen pupils' wider development. The impact of these is clear. The recently adopted values and vision have been well received by staff, pupils and parents.

Pupils' wider development is now a school priority. As a result, pupils are confident and secure in their awareness of the diverse world beyond their local community. Leaders encourage pupils to be aspirational in their thinking. They ensure pupils have the knowledge and tools they need to be successful in their next steps. Pupils are motivated, ambitious, respectful and tolerant of others. Staff model this effectively.

Pupils are very aware of the importance of their own well-being. They know how the school supports them with this. Pupils have opportunities to be reflective. They do so through assemblies, making use of calm spots in school and taking time to think of others. Leaders have created opportunities for pupils to develop their talents and interests. This happens through after-school clubs, sporting events, trips and music. Leaders find ways that these can continue beyond what the school provides.

Staff are consistent in their use of the school approach to manage behaviour. Pupils are clear about the expectations staff have of them. This results in a purposeful learning environment where the majority of pupils are keen and have positive attitudes to learning. However, this is not the experience of some children in early years. Staff do not always provide well-designed opportunities that deepen children's learning. Relationships between staff and children in the early years are nurturing. Children enjoy learning with adults. However, these foundations are not maximised to make the most of interactions, to extend learning and increase children's language and knowledge.

Staff feel well supported and appreciated. Those responsible for governance know the school well. They are aware of the improvement priorities and how these are being addressed. However, they do not have a full awareness of what the next steps are for these improvements to continue.

Safeguarding

The arrangements for safeguarding are effective.

School leaders have made some considerable changes to the systems in place which ensure the safeguarding of pupils is a priority. Staff know the pupils and their families well. Staff are fully aware of their responsibilities to be alert to any potential concerns and report these swiftly. Leaders have strengthened the process for reporting concerns and recording any actions required. All staff receive regular and up-to-date information and training. Leaders work closely with external agencies to provide appropriate and timely support.

Pupils learn how to keep themselves safe. They learn about risks associated with road and water safety as well as their online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not have accurate information about the impact of their actions to improve the school. As a result, pupils do not learn as well as they could. Leaders, including those responsible for governance, must ensure that sufficient time and priority are given to monitor and check the improvements. This will enable them to know how well the curriculum is embedded and support pupils to know and remember more over time.
- Some staff do not have the expertise to implement the curriculum effectively. Consequently, there are gaps in pupils' knowledge. Pupils do not learn as well as they should. Leaders need to prioritise giving staff the support they need to deliver an ambitious, well-sequenced curriculum for all pupils.
- Children in early years do not have sufficient opportunities to develop important elements of their learning, such as language and communication, problem-solving and independence. As a result, some aspects of their development are limited. Staff need to ensure the early years curriculum provides the necessary opportunities for children to deepen their learning and increase their ability to do more with increasing independence and focused attention.

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.

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	140576
Local authority	Cornwall
Inspection number	10241034
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	45
Appropriate authority	Board of trustees
Chair of trust	Laetitia Mayne
Headteacher	Katherine Davies
Website	www.boyton.cornwall.sch.uk
Date of previous inspection	7 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Duchy Academy Trust. It joined in 2014 when the trust was formed with two other primary schools.
- The school is a smaller-than-average primary school, with three classes.
- The head of school started in January 2022.
- The school has experienced significant turbulence in staffing.
- The school does not use any alternative provision.
- The school includes provision for three- and four-year-old children.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the head of school, the special educational needs coordinator, the secretary, and members of the governing body. In addition, an inspector met with members of the trust, including the chief executive officer.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- An inspector listened to pupils in Years 1, 2 and 4 read to an adult.
- Inspectors met the designated safeguarding lead (who is also the head of school), checked the single central record of adults working in the school and looked at safeguarding records.
- Inspectors observed pupils' behaviour in class, around school and at breaktimes. They held discussions with leaders about pupils' wider development.
- Inspectors gathered parents' views by considering responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before school. They also evaluated responses to Ofsted's staff and pupil questionnaires.

Inspection team

Leanne Thirlby, lead inspector

His Majesty's Inspector

Rob Meech

Ofsted Inspector

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