

Inspection of Egloskerry Primary School

Egloskerry, Launceston, Cornwall PL15 8RT

Inspection dates: 4–5 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are very proud of their school. They feel well cared for. They know that the teachers and leaders have high expectations of them. Pupils understand they must work hard. They are ambitious and confident. They feel that leaders listen to the suggestions they make.

Pupils are usually attentive in their classrooms. They concentrate well. Pupils enjoy learning together. They are clear about what they are learning and what their teachers want them to know.

Pupils apply the 'Smiley Crab' values in everything they do. This helps them to behave very well. Pupils enjoy school. There are lots of opportunities for pupils to take on additional responsibilities. They take pride in special moments, such as representing the school in sporting events.

Pupils are safe and well cared for. They know what to do if they have any worries or concerns. Pupils told us that bullying does not happen. They were confident that staff would deal with it, if it did happen.

Parents and carers are very supportive of the school. One parent's view reflected the views of many when she described the school as 'a wonderfully exciting, happy place to learn'. Parents and pupils are appreciative of all the opportunities and activities the staff plan.

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

Leaders have planned an exciting and ambitious curriculum. The curriculum helps pupils to build and deepen their knowledge well across a range of subjects.

Teachers have high expectations for all pupils, particularly in English and mathematics. Teachers use their knowledge of what pupils know and understand to ensure that pupils learn new content well. Teachers ensure that any gaps in pupils' learning are resolved. However, there are still occasions when a small number of pupils rely too much on adult support. This does not help pupils to know and remember more.

Leaders have strengthened the mathematics curriculum. Teachers have good subject knowledge. Pupils enjoy mathematics because they learn things in a logical order. This helps them gain the building blocks they need to move on to complex mathematical topics with success.

Leaders prioritise reading from the moment pupils start school. The teaching of early reading is very effective. Teachers have high expectations of what children can do. The reading curriculum is carefully thought out so that pupils grasp the basic reading knowledge they need as quickly as possible. Pupils' reading books are carefully matched to the sounds the pupils are learning. As a result, most pupils get

the support they need to read accurately. Pupils read a wide range of books and enjoy talking about what they have been reading.

Leaders at all levels are very clear about their vision for the school. They work together as a strong team to provide the very best experiences for their pupils. Subject leaders are knowledgeable and plan their aspects of the curriculum well. Pupils talk enthusiastically about their learning. For example, in geography, they have a strong body of knowledge about settlements. They can use their knowledge from mathematics and history to explain what they have learned.

Leaders and staff want all pupils to achieve their best. Pupils with special educational needs and/or disabilities (SEND) enjoy their learning across the whole curriculum. Teachers ensure that they implement the plans created to help these pupils. However, many pupils with SEND do not achieve as well as they could because they do not have a wide vocabulary.

Pupils have many opportunities to contribute to the life of the school. They talk with pride about the changes that they have been part of making. There is a wide range of activities open to them. Pupils have many opportunities to learn about life in the wider world. They particularly value learning about the world of work.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. This is because staff are well trained and know what to do should they have any concerns. Leaders act quickly on any information they receive. Staff have a good understanding of the issues the children could face locally. The staff are well supported by the multi-academy trust leader for safeguarding.

There are strong systems in place to check and record the suitability of all staff and visitors to work in the school. Governors are vigilant and ensure that the school's safeguarding procedures are being applied.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The needs of pupils with SEND are well identified. However, many of these pupils do not have a wide enough vocabulary to ensure that they achieve as well as they could do. Leaders need to ensure that plans are put into place for these children in order to support the development of their vocabulary.
- Pupils are clear about what they need to learn. However, at times, pupils do not show the determination to work on their own and they depend on the support of other adults. Leaders need to ensure that additional support is tailored so that pupils can work with strong determination and learn consistently well.

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 Ofsted Parent View information 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	144895
Local authority	Cornwall
Inspection number	10135469
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	Board of trustees
Chair of governing body	Carla Barnard
Principal	Emma Kerr
Website	http://egloskerry.cornwall.sch.uk
Date of previous inspection	Not previously inspected as an academy

Information about this school

- Egloskerry Primary joined the Launceston College Multi-Academy Trust in 2017.

Information about this inspection

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

- We met with the principal, the special educational needs coordinator and all the teachers.
- We met with the chief executive officer of the multi-academy trust. We also met with representatives of the local governing body, and the board of trustees.
- We did deep dives in reading, mathematics, science and geography. We discussed the curriculum design with subject leaders, carried out lesson visits, scrutinised pupils' work, and spoke to pupils and teachers from the lessons visited.
- We evaluated the effectiveness of safeguarding. We checked the school's single central record and scrutinised policies relating to safeguarding and pupils' behaviour. We met with the designated safeguarding lead and reviewed a sample of case files.

- We observed pupils' behaviour in lessons and around the school site. We spoke with pupils to discuss their views about the school.
- We considered the 34 responses to the Ofsted online survey, Parent View, as well as speaking to a number of parents during the inspection. We also reviewed the seven responses to the staff survey.

Inspection team

Paul Walker, lead inspector

Ofsted Inspector

Simon Bissett

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