

Inspection of Antony Church of England School

Antony, Torpoint, Cornwall PL11 3AD

Inspection dates: 28 and 29 September 2021

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	Requires improvement

What is it like to attend this school?

Pupils love coming to this school. As one pupil put it, 'School feels like a second home.' Throughout the school, pupils share this feeling. The small staff team knows pupils individually. As a result, pupils feel safe because they are cared for attentively.

Staff have high expectations for pupils at the school. Teachers support pupils to become confident learners. Pupils enjoy learning because it is interesting and exciting. There was a real sense of anticipation in one history lesson. The pupils were eager to find out what happened after Edward the Confessor died. Lessons form part of a well-planned curriculum that helps pupils remember what they have learned. This approach to learning is consistent across the school, from Reception to pupils in Year 6.

Pupils behave in a calm and orderly way as they move around the school. They said they could not recall any bullying but were confident that staff would deal with it quickly if it occurred.

Parents and carers are very positive about the school. On social media, leaders describe this as 'a small school with a big heart'. That is, undoubtedly, how pupils and their parents feel about this school.

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

The head of school is highly respected by her staff, the pupils and their parents. The staff wholeheartedly share her ambition for every pupil to have the best possible education at their school.

There are clear plans to show what pupils must learn in each subject. These plans provide a well-designed curriculum that supports pupils in building on their previous knowledge and developing new skills. Teachers check carefully on pupils' learning and adapt their teaching as required.

Teachers from the schools in the multi-academy trust (MAT) share curriculum plans. This approach has been very beneficial given the arrival of three new teachers at the start of the school year. Staff from other schools in the trust have supported new staff to teach the curriculum. This approach has maintained the quality of education during a time of significant change for the school.

The good quality of education children receive begins in the early years. The Reception area is well-organised and provides children with a rich learning environment. Experienced, caring staff and clear routines mean that children settle in quickly. When children take part in off-site activities, their teacher links these to their learning the following day. For example, after a trip to try balance biking, the children used that experience in their writing.

Reading is a priority at this school. Leaders have trained staff to teach phonics effectively. Teachers carefully check pupils' understanding of phonics. Weaker readers receive immediate support to improve their reading. Pupils read books matched to their phonics knowledge. Teachers expect pupils to read at home daily, and staff track this conscientiously.

Pupils learn well across different subjects because most teachers understand their needs. Staff adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). Sometimes, however, plans written to support pupils who are struggling, or those with SEND, do not provide enough specific help.

Pupils behave positively in lessons. They work with one another appropriately and follow their teachers' instructions quickly. Pupils show each other respect and support each other. They are keen to learn and improve their work. Pupils follow school routines regularly.

Leaders recognise the importance of pupils' personal development. Pupils understand why they need to care about each other. They feel valued and treat each other in the same way. Leaders organise residential trips for every year group which give pupils opportunities to develop resilience, experience life in big cities and interact with different cultures. Pupils recognise the importance of understanding people of different cultures, religions and lifestyles.

Pupils enjoy participating in a wide range of interesting clubs. These develop their talents and help their learning.

Staff feel supported by the head of school. They appreciate the care she demonstrates for them as individuals. As a result, there are no concerns about excessive workload.

The head of school and her teachers feel appreciated by the trust. The chief executive officer (CEO), members of the trust board and the local governing body value the school. The CEO and the chair of governors have procedures in place to hold the head of school to account so that pupils learn and achieve their potential.

Safeguarding

The arrangements for safeguarding are effective.

All staff have received the training needed to identify pupils who need help or are at risk of abuse. Leaders provide the help required when staff raise concerns. In addition, leaders and governors have received training in safer recruitment so that the appointment of staff is secure.

Pupils learn how to keep themselves safe, especially when online. Parents who responded to Ofsted's Parent View feel confident that their children are safe in school.

Governors check on the school's safeguarding arrangements and ensure that they are being applied consistently through their monitoring procedures.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a very small number of cases, plans for pupils with SEND are not sufficiently clear to allow these pupils to gain the most from the curriculum. Leaders should further refine these plans to ensure that tasks and activities fully meet pupils' needs and help them learn more.

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	141622
Local authority	Cornwall
Inspection number	10200943
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	74
Appropriate authority	Board of trustees
Chair of trust	Mark Lees
Head of school	Stephanie Hetherington
Website	http://www.antony.cornwall.sch.uk
Dates of previous inspection	31 October to 1 November, and 12 to 13 December 2017, under section 5 of the Education Act 2005

Information about this school

- This is a smaller than average-sized primary school. In addition to a Reception class, there are three mixed-aged classes.
- Since the last inspection, the head of school and three teachers are new to the school.
- The head of school was appointed in September 2021, having been acting head of school since January 2021.
- The school is one of eight local primary schools in the St Barnabas MAT.

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 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with the head of school. The lead inspector had a meeting with the CEO of the trust and the special educational needs coordinator (SENCo), and had an online meeting with the chair of the trust and the chair of governors. A representative of the diocese attended the final feedback meeting remotely.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and English. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, 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 the SENCo, the trust's subject coordinators, the trust's early years foundation stage leader and groups of pupils to discuss personal development and behaviour management.
- The lead inspector looked at checks of recruitment processes. In addition, the lead inspector spoke with the designated safeguarding lead and the deputy designated safeguarding lead. Inspectors spoke with staff about their training in safeguarding and spoke to pupils.
- There were 43 responses to Ofsted's online questionnaire, Parent View.

Inspection team

Mark Burgess, lead inspector

Ofsted Inspector

Jayne Keller

Ofsted Inspector

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