

Inspection of Brunel Primary & Nursery Academy

Callington Road, Saltash, Cornwall PL12 6DX

Inspection dates: 21 and 22 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Inadequate

What is it like to attend this school?

Pupils describe their school as a kind, friendly and welcoming place. They say that bullying is very rare, but that staff resolve it when it occurs. Pupils, including pupils with special educational needs and/or disabilities (SEND), enjoy learning about a range of subjects, such as art, history and science. In particular, pupils relish their daily opportunities to read and enjoy talking about books. One pupil's comments reflected those of many, 'I would 'double yes' recommend this school.'

Leaders and staff have high expectations of pupils' behaviour. There is a calm, orderly atmosphere in lessons and around the school. Pupils play very well together and ensure that everyone is included in activities. Children in Nursery and Reception thrive in the school. They learn to take turns and communicate exceptionally well. Consequently, children are very well prepared for the next stage in their education.

Through the curriculum, pupils develop an impressive understanding of the world beyond school. They talk very articulately about the importance of consent, healthy relationships and negative gender stereotypes. Pupils have a breadth of opportunities to develop their knowledge about different sports and cultural events. For example, all pupils do rock climbing, gorge scrambling and kayaking on Dartmoor.

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

With the support of the trust, school leaders and staff have worked hard to transform the quality of education. They have a shared vision of excellence. Together, leaders and staff have raised the aspirations and expectations of all pupils. Reading is a priority across the curriculum. Pupils learn to read very well through the phonics programme. Pupils across the year groups are enthusiastic readers. In early years, children learn to read confidently. Through immersion in stories, rhyme and songs, children are enthused by reading. Consequently, children are very well prepared for learning in Year 1.

Leaders have revised the curriculum to ensure that pupils develop a strong understanding of the subjects they study. For example, pupils build on their prior knowledge well to learn new concepts in mathematics. Leaders have developed a well-structured curriculum that enables pupils, including pupils with SEND, to acquire new vocabulary. In all subjects, pupils continually learn new language to express their learning. As a result, pupils' speaking and writing skills in all year groups are strong.

Leaders are well supported by the trust to continually review and revise the curriculum. They have ensured that subject curriculums sequence knowledge well, enabling clear progression from Nursery to Year 6. For example, pupils learn to use progressively more complex materials in art. However, leaders have not yet developed a clear system of assessment in the wider curriculum.

In early years, leaders and staff of both the Nursery and Reception nurture children's curiosity about the world exceptionally well. For example, children in Nursery eagerly 'read' the pictures in the storybooks in the reading den. Children in Reception explore their imaginative interpretations of the world, such as through creating pirate ships and treasure hunts. Leaders have expertly planned the curriculum to ignite children's learning. Using the climbing wall and slides, children are enthused about developing their physical strength and dexterity. Children learn how to be kind, take turns and forge strong friendships. Children's knowledge of numbers prepares them very well for Year 1. Underpinning the curriculum is a very well-planned approach to developing children's language. Consequently, children can express their feelings and knowledge about the world very well.

Leaders have planned a very strong personal, social and health education curriculum. The development of pupils' characters is exemplary. They gain a highly informed understanding of citizenship. For example, pupils talk knowledgeably about equality. Pupils in the student council take their leadership roles very seriously. Leaders have ensured that pupils' mental and physical well-being is prioritised. Leaders have provided a breadth of opportunities to extend pupils' cultural and sporting experiences of the world beyond school. For example, pupils work with the Minack Theatre and elderly people from the local care home.

Leadership of SEND provision is strong. Pupils' needs are clearly identified and appropriate support is in place. However, leaders acknowledge that pupils' attendance is not as high as it should be. Governance is effective. Governors know the school well and hold leaders to account. Staff are unanimous in feeling proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant about keeping all pupils both mentally and physically safe. They are diligent in following up on all cases where pupils may be at risk of harm. All staff receive up-to-date training to identify signs of danger and how to report concerns. Leaders work hard to ensure that pupils know how to keep safe when online.

Leaders work closely with external agencies to keep pupils safe. Leaders ensure that all staff are checked appropriately and are eligible to work with children.

Parents, carers and staff who responded to the Ofsted questionnaires agree that children are safe at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have constructed a well-sequenced curriculum. However, the systems for assessing what pupils know and can do are not as well developed in the wider

curriculum. Therefore, it is not clear whether pupils have learned the curriculum as intended. Leaders should develop more effective approaches to the assessment of the wider curriculum.

- Some pupils do not attend school regularly. Consequently, these pupils do not learn as well as they could. Leaders should communicate with parents and carers about the importance of full attendance at school.

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	136957
Local authority	Cornwall
Inspection number	10201310
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	279
Appropriate authority	Board of trustees
Chair of trust	Maria Ashurst
Headteacher	Suzanne Cooper
Website	www.brunelprimary.co.uk
Date of previous inspection	5 and 6 May 2021, under section 8 of the Education Act 2005

Information about this school

- Brunel Primary and Nursery School is in the Bridge Multi-Academy Trust.
- The school is larger than the average primary school. It has provision for two-year-olds.
- The proportion of pupils eligible for free school meals are above the national average.
- The proportion of pupils with education, health and care plans are below the national average.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. The inspectors deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and senior leaders. The lead inspector met with two governors, including the chair. The lead inspector also met with the chief executive of the multi-academy trust.
- Inspectors carried out deep dives in these subjects: English, mathematics, early reading and science as part of the inspection. For each deep dive, inspectors discussed the curriculum with leaders, looked at curriculum design, visited lessons, spoke to staff, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also looked closely at the art and history curriculums.
- Inspectors observed pupils' behaviour during visits to classrooms, during breaktimes and as pupils moved around the school. They met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- Inspectors considered responses to the confidential staff questionnaire and spoke to a range of staff about their views of the school.
- Inspectors took account of responses to the Ofsted Parent View questionnaire.
- The lead inspector checked the single central record of recruitment checks and talked with leaders responsible for safeguarding. She also considered safeguarding documents and records.

Inspection team

Susan Aykin, lead inspector

Her Majesty's Inspector

Claire Baillie

Ofsted Inspector

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