

# Inspection of Bishop Bronescombe CofE School

84 Boscoppa Road, St Austell, Cornwall PL25 3DT

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Inspection dates: 6 and 7 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Bishop Bronescombe is a warm and welcoming school. Leaders do whatever it takes to help every child to be successful. The vast majority of parents and carers speak highly of the school. Summing up the feelings of many, one parent said, 'The school is a wonderful environment for my child to learn and be herself.' Pupils are proud of their school. They welcome visitors and are keen to talk about how much they enjoy learning and playing with their friends.

Leaders are ambitious for all pupils to reach their full potential. In addition, they have high expectations for pupils' behaviour. As a result, pupils behave well in lessons and during social times. Pupils are kind and respectful to one another. They feel safe and happy. Pupils say that leaders deal effectively with any poor behaviour and bullying.

Pupils have positive attitudes towards learning and in all that they do. Relationships between adults and pupils are positive.

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

Leaders have implemented a curriculum that develops pupils' knowledge well. Curriculum planning identifies the knowledge that staff want pupils to know and understand. The well-devised curriculum helps pupils to remember new knowledge. Subject leaders provide effective support to teachers. This includes guidance on how to deliver the curriculum well.

Senior leaders have supported subject leaders to develop effective assessment in their subjects. This enables teachers to check pupils' understanding and identify gaps in pupils' knowledge. Teachers use this information well in most subjects. However, checks in some subjects are not as effective because the approach is not precise. Where this is the case, pupils' learning does not always build on what they already know.

Leaders and teachers prioritise reading. Children learn phonics as soon as they join the school. Staff ensure pupils have appropriate books, matched to the sounds that pupils know. These books help pupils to become confident and fluent readers. Staff identify any pupils who need extra help. These pupils benefit from high-quality support.

In key stage 2, teachers maintain the sharp focus on reading. Pupils read from a range of texts. Teachers choose books that link to other areas of the curriculum and give pupils an awareness of the wider world. Pupils talk enthusiastically about their favourite books. Most pupils become fluent readers by the time they leave the school.

Pupils display positive attitudes towards learning. They listen well and work hard in lessons. Leaders challenge lateness and poor attendance. They work closely with families to provide extra support when needed.

The personal, social, health, education curriculum helps pupils to become confident, resilient and independent learners. The curriculum teaches pupils about how to keep healthy and form positive relationships. Pupils learn the importance of respecting others, irrespective of their beliefs and differences. Pupils speak with conviction of the need to treat everyone the same. Staff encourage pupils to be active citizens and to take responsibility for their community and the wider world. For example, pupils litter pick and raise money for charity. Teachers encourage pupils to reflect on how they can change and improve their world. For instance, pupils have established an eco-group. This group promotes awareness of the impact of plastic on the environment.

Leaders have well-thought-out plans in place to support pupils with special educational needs and/or disabilities (SEND). Leaders work well with teachers to create these plans. Pupils with SEND follow the same curriculum as their year group. These pupils receive the support they need to ensure they reach their full potential.

Children in the early years have a calm and focused start to their school life. Adults know and engage with children well. Leaders plan learning so that it is purposefully linked to the curriculum.

The school is well led and managed. The co-headteachers inspire and motivate staff. Without exception, staff say that the co-headteachers are considerate of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide regular training for staff. As a result, staff are clear about the process for reporting any concerns they have.

Members of the safeguarding team keep detailed records. They take prompt action to protect vulnerable pupils should they need to. Leaders work closely with external agencies to ensure pupils and their families get the support they need.

Leaders check the suitability of staff to ensure they are safe to work with children.

Throughout the curriculum, pupils learn how to keep themselves safe in the local community and when online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Assessment in some subjects is not yet fully developed. As a result, teachers do not always have precise information to sequence learning as well as they could. In these subjects, leaders should ensure assessment is strengthened to support pupils to build up their understanding over time.

## 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

<b>Unique reference number</b>	140465
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10227503
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	328
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Dan Morrow
<b>Headteachers</b>	Tom Hobbs and Rebecca Jane
<b>Website</b>	<a href="http://www.bishopbronescombe.co.uk">www.bishopbronescombe.co.uk</a>
<b>Date of previous inspection</b>	30 and 31 October 2018, under section 5 of the Education Act 2005

## Information about this school

- The acting co-headteachers were appointed in October 2021.
- The school is part of Celtic Cross Education, a multi-academy trust.
- The school uses one registered alternative provider: North Cornwall AP Academy.

## 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 pandemic began. 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 acting co-headteachers, the special educational needs coordinator, the chair of the board of trustees, the chief executive officer of the multi-academy trust, a member of the school monitoring council and the diocesan director of education.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum 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 observed pupils' behaviour in lessons and at social times. They spoke with different groups of pupils to discuss their views of the school, their learning, their behaviour and safety.
- Inspectors scrutinised the single central record of adults working in the school and held discussions with leaders, pupils and staff to evaluate the school's culture of safeguarding.
- Inspectors considered the responses to Ofsted's online survey, Parent View. They also took into consideration the responses to the staff survey.

### **Inspection team**

Mark Burgess, lead inspector	Ofsted Inspector
Kerri Conday	Ofsted Inspector
Claire Baillie	Ofsted Inspector

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