

Inspection of a good school: St Meriadoc Church of England Junior Academy

Cranfield Road, Camborne, Cornwall TR14 7PN

Inspection dates:

21 and 22 September 2022

Outcome

St Meriadoc Church of England Junior Academy continues to be a good school.

What is it like to attend this school?

Pupils really like coming to this friendly, welcoming school. Relationships between pupils and adults are strong and staff know the pupils' families well. Pupils feel safe and know that adults will listen to them if they have any problems.

Pupils respond well to the high expectations staff have of them. Pupils are attentive and know that teachers want them to try their best. Experienced staff support pupils' well-being effectively. Any pupils who feel anxious or sad can visit 'The Hive'. This helps them to re-engage quickly with learning.

Pupils behave consistently well. They demonstrate high levels of respect for each other and towards staff. Pupils respond quickly to staff instructions. Bullying is rare, but if it happens, pupils and parents and carers know that staff will deal with it quickly and effectively.

Pupils participate in various clubs, such as those for dance, board games and creative writing. In addition, they enjoy the trips and visits that staff organise. These include visits to local sites as well as big cities. These opportunities allow pupils to gain an understanding of people of different faiths and backgrounds and an appreciation of the wider world.

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

Leaders have set out an ambitious curriculum. The important knowledge pupils need to learn is clearly identified. Knowledgeable curriculum leaders have created well-sequenced plans. These help pupils to build knowledge and skills over time.

Leaders have established ways to check how well pupils learn across the curriculum. Teachers use this information well in some subjects, but less effectively in others. As a result, teachers' assessments do not always identify how well pupils have learned the

essential subject knowledge. Therefore, pupils do not always have a secure understanding on which to build future learning.

Leaders are resolute that pupils will read fluently and develop a love of reading. Teachers read high-quality texts to pupils. These carefully selected texts encourage and inspire pupils to read more widely. Pupils use the new, rainforest-themed library to choose books that are matched to their reading ability. Pupils spoke enthusiastically about the books they read. They also enjoy the rewards gained from reading. Well-trained staff provide extra support for pupils who are not confident readers.

Pupils behave very well in class. Staff deal quickly with any low-level disruption. This ensures that poor behaviour does not distract pupils from their learning.

Pupils with special educational needs and/or disabilities (SEND) learn well. There are well-understood systems to identify barriers to learning, so that support can be put in place. The special educational needs coordinator works closely with parents and outside agencies to provide this. This ensures that pupils receive the specialist support they need to make progress. Teachers skilfully adapt tasks to ensure that most pupils with SEND learn the same curriculum as their classmates.

Pupils' wider development is a priority in the school. Leaders provide opportunities to help pupils prepare for life in modern Britain. For example, pupils learn about different lifestyles and types of families. They know that they should treat everyone respectfully. Pupils also learn about healthy lifestyles and how to understand and manage their feelings and emotions.

Leaders care about the well-being of staff. They make sure that expectations for planning and assessment are manageable. Staff feel highly valued and work together so pupils progress well.

Governors and leaders from the multi-academy trust and the diocese work closely with school leaders. For example, they ensure a smooth transition for pupils who are new to the school so that they can start with confidence.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe is a top priority for everyone. Regular meetings and briefings help to maintain staff's understanding of safeguarding matters. Well-trained staff quickly refer any concerns to leaders. Detailed records show that leaders work closely with other agencies. Leaders are tenacious in securing the right support for pupils from external agencies. This gets pupils the help they need.

The curriculum provides pupils with the knowledge they need to stay safe in different situations. This includes managing relationships online, at school and in the community.

Policies and procedures are effective, including staff pre-employment checks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is not fully developed in every subject. Teachers do not have precise enough information about how well pupils have remembered essential knowledge in some subjects. Leaders should ensure that assessment is refined further, so pupils can know more and remember more in all subjects across the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

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	140781
Local authority	Cornwall
Inspection number	10240719
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	Board of trustees
Chair of trust	Pat McGovern
Headteacher	Bethan Anderson
Website	www.st-meriadoc-jnr.cornwall.sch.uk
Date of previous inspection	3 and 4 May 2017, under section 5 of the Education Act 2005

Information about this school

- The headteacher is also headteacher of the nearby St Meriadoc Church of England Nursery and Infant Academy.
- The school uses one unregistered alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, other senior leaders, subject leaders and groups of staff and pupils. The inspector spoke with a representative of the governing body, a representative from the Diocese of Truro, and the chair and chief executive officer of the multi-academy trust.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To inspect safeguarding, the inspector reviewed the school's single central record of recruitment checks and met with the designated safeguarding leads. The inspector spoke to pupils and staff and reviewed records, policies and staff training.
- The inspector considered the views of pupils, parents and staff through discussions during the inspection and the responses to Ofsted surveys.

Inspection team

Mark Burgess, lead inspector

Ofsted Inspector

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