

Inspection of Boskenwyn Community Primary School

Boskenwyn, Near Gweek, Helston, Cornwall TR13 0NG

Inspection dates: 2 and 3 November 2022

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

What is it like to attend this school?

The headteacher and staff have created a warm, welcoming school. Pupils and their parents appreciate the care and concern staff have for them. One parent summed up the feelings of many by stating, 'When my son started at this school, he was met with love.'

Leaders have designed a curriculum that encourages pupils to become curious, independent learners. Leaders encourage teachers to be innovative and creative in teaching the curriculum. Pupils respond well to this and talk enthusiastically about their learning.

Pupils' personal development has a high priority in the school. Staff value and nurture the individuality of each pupil. There are high expectations for pupils, including those with special educational needs and/or disabilities (SEND).

Behaviour at the school is calm and orderly. In class, pupils are attentive and there is rarely any disruption. During playtimes, pupils enjoy being with their friends and show care for each other while playing. Relationships between adults and pupils are highly positive and respectful.

Pupils feel safe at school because staff look after them well. Pupils are confident that any adult they speak to will take their concerns seriously. Bullying is not seen as a something pupils worry about at this school.

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

Leaders, including governors, have a clear, ambitious vision for the school. This is to promote pupils' creativity and individuality. To achieve this vision, leaders have adopted an inquiry-based approach to teaching. A well-designed and sequenced curriculum supports this approach. Starting in the Reception Year, curriculum planning sets out the essential content that pupils need to learn and remember.

Staff receive training to present the curriculum in ways that support the school's vision. Pupils respond well to this approach to learning. They enjoy the frequent opportunities to learn independently. Pupils work well with each other and do not disrupt lessons. Teachers use assessment effectively to make appropriate adjustments to the curriculum. Pupils, including those with SEND, explain what they are learning accurately. In addition, they have good recall of what they have learned previously.

Teaching in Reception Year prepares children well for the start of key stage 1. Children become increasingly independent and develop their social skills. Staff teach them early phonics, numeracy and about the world around them.

Leaders have high expectations for pupils with SEND. Individual support plans contain accurate learning targets. This ensures that pupils with SEND follow the full curriculum with their peers. In addition, teachers provide pupils with specific resources to help them, such as reading overlays.

Leaders prioritise reading. Staff promote a love of reading from the moment children start school in Reception. As soon as they join the school, children learn the letters and sounds they need to know to read words. This helps them to read fluently. Staff match books to pupils' phonic knowledge. Leaders use regular assessments to identify pupils at risk of falling behind. Then, if they need it, pupils receive support to help them keep up.

Subject leaders have considered carefully the content of their curriculum. However, these leaders do not check whether the curriculum is implemented as intended rigorously enough. As a result, the teaching of the curriculum is inconsistent in some subjects. This results in pupils' misconceptions not being addressed quickly enough.

Leaders' work to promote pupils' personal development is highly effective. There is a well-considered personal, social and health curriculum in place. Furthermore, weaved throughout the curriculum are additional opportunities for pupils' personal development. Pupils learn about Cornish culture through participation in local cultural events. Fundraising for local and global charities raises pupils' awareness of social issues.

The focus on independent, creative learning encourages pupils to develop their ideas and opinions. In addition, leaders have established links with numerous schools in other countries. Pupils from the school have visited these countries, and pupils from other countries have visited the school. This broadens pupils' horizons and provides a wealth of new experiences. The school is an inclusive environment. Pupils welcome people with different lifestyles, cultures and backgrounds. They understand the importance of equality and respect.

Pupils behave well in lessons. They listen to staff's instructions and respond readily to requests from teachers. From the early years to Year 6, pupils successfully regulate their behaviour. They understand the importance of looking out for each other.

Leaders and staff work as a team for the benefit of pupils. Staff know that leaders listen to their concerns and are mindful of their workload. Governors know what is working well and what needs to improve further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff have up-to-date safeguarding training. Staff are aware of their responsibilities and are confident in identifying and reporting concerns. Leaders follow up concerns raised and act swiftly to address serious issues. Where

appropriate, leaders make referrals to the local authority and follow up on outcomes as necessary.

Leaders carry out appropriate recruitment checks on staff and volunteers to ensure they are safe working with pupils.

The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders have not checked carefully enough whether the curriculum is put in place as intended. As a result, there are inconsistencies in the teaching of the curriculum, and pupils' misconceptions are not routinely identified. Senior leaders should ensure that subject leaders evaluate the implementation of the curriculum to ensure consistency throughout the 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.

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	111826
Local authority	Cornwall
Inspection number	10227964
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair of governing body	Russ Monhemius
Headteacher	Paula Blackburn
Website	www.boskenwyn.cornwall.sch.uk
Date of previous inspection	12 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school is in a federation with Germoe Community Primary School. The headteacher is the executive headteacher of both schools.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 headteacher, senior leaders, the special educational needs coordinator, groups of staff and representatives from the local governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history and computing. For each deep dive, inspectors discussed

the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding leader to evaluate the effectiveness of safeguarding. The lead inspector scrutinised the school's single central record of employment checks.
- Inspectors considered the responses to Ofsted's survey, Parent View, including free-text responses. Inspectors spoke to parents at the start of the school day on site. In addition, inspectors considered the responses to Ofsted's staff and pupil surveys.

Inspection team

Mark Burgess, lead inspector	Ofsted Inspector
Jonathan Gower	Ofsted Inspector

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