

# Inspection of a good school: Braddock CofE Primary School

East Taphouse, Liskeard, Cornwall PL14 4TB

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Inspection date: 13 December 2022

## Outcome

Braddock CofE Primary School continues to be a good school.

## What is it like to attend this school?

Pupils thoroughly enjoy coming to school. The school's motto, 'nurturing every talent', is indeed pupils' experience during their time here. Pupils highly value the wide range of opportunities they have for personal development. From camping to participating in the three tors event, pupils build independence and the ability to think for themselves. This begins in the Nursery where children develop their talents and learn to work and play together, both indoors and outdoors.

Pupils behave well. They listen attentively and produce high-quality work. During breaktimes, pupils play well together. They can choose independently from a range of activities. Pupils know adults' high expectations of them and are successful in meeting these. Rewards and sanctions are used fairly and consistently across the school, which pupils value.

Pupils feel happy and well cared for. Relationships between adults and pupils are warm and encouraging. Consequently, trust is high, and pupils feel safe. Bullying is very rare, and pupils are confident that adults deal effectively with any worries they might have.

Parents value efficient communication about their child's learning and school events. They appreciate the many extra-curricular activities on offer to pupils.

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

Leaders are ambitious for all pupils. They have carefully considered the content of the curriculum to ensure that pupils develop an understanding of global issues as well as their locality. All pupils, including those with special educational needs and/or disabilities (SEND), learn the full breadth of the curriculum subjects.

Leaders have identified the knowledge they want pupils to learn. This knowledge is well sequenced, which means pupils build on what they already know. For example, in geography, they know the names of oceans and continents, which they then use in their

learning about specific locations. Leaders have identified the new vocabulary pupils will learn in each unit. They have also created bespoke resources. These support teachers with their subject knowledge so they can deliver learning effectively. A few subject curriculums have only recently been developed in the same way. This means pupils are not yet learning as well in these subjects.

A love of reading pervades the school. Children in the Nursery and Reception listen to a range of stories and rhymes. This widens their vocabulary and continues throughout the school. Younger pupils who are at the early stages of reading quickly develop the knowledge and skills needed to secure fluency. They read books that match the sounds they know, which builds their confidence. Older pupils study carefully chosen texts in depth. Pupils in Years 5 and 6 have enjoyed learning about the novel 'Private Peaceful' and can recall characters and events in detail.

In many subjects, teachers regularly check on pupils' understanding. They use this to address misconceptions and match learning to all pupils' needs, including those with SEND. However, in mathematics, teachers' use of assessment is not as effective. Learning is not as precisely matched to pupils' needs. Pupils do not always have the knowledge or support to learn as well as they could.

The curriculum is designed to give pupils a good understanding of other cultures and faiths. For example, through the art curriculum, they learn about local artists, female artists and those from other cultures, such as native Americans. Pupils understand diversity and show respect for people and ideas that are different to theirs.

Trust leaders are ambitious for their staff. Regular opportunities for collaboration provide staff with strong subject knowledge. They benefit from working with other schools in the trust, which strengthens their understanding of the year groups they teach. Teachers appreciate the positive impact this also has on their workload and well-being.

The trust's close partnership with the diocese has considerably strengthened the role of governors. Governors regularly evaluate information and seek assurance of leaders' impact on the quality of education. They have an accurate view of the school's strengths and areas for further development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils are kept safe because all staff are vigilant. Leaders ensure that staff know the signs to look out for. Staff use school systems effectively to record and report any concerns. This means that leaders can act swiftly when necessary. Leaders work well with a range of agencies to make sure that pupils and families get the support they need. They manage the recruitment and employment of staff tenaciously.

Pupils learn about risks and how to keep themselves safe. They have secure knowledge about how to stay safe online. Leaders adapt the curriculum to address any pertinent issues when they arise.

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

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

- In mathematics, teaching does not always provide pupils with the most appropriate learning or support. This means that pupils do not learn as well as they could. Leaders must ensure that teaching strategies and support enable pupils to learn effectively.
- A few subject curriculums are not as well developed as others. Consequently, pupils do not build on what they already know as effectively as they do in most subjects. Leaders must ensure that these curriculums are fully embedded so that teaching helps pupils to know and remember more and that pupils are well prepared for what comes next.

## 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 November 2016.

## 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

<b>Unique reference number</b>	140232
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10226885
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sue Morrish
<b>Headteacher</b>	Tom Riggs
<b>Website</b>	<a href="http://www.braddock.cornwall.sch.uk">www.braddock.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	29 and 30 November 2016, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the St Barnabas Church of England Multi Academy Trust, which is responsible for 13 schools within Cornwall.
- The school is in the Diocese of Truro.
- The school's previous section 48 inspection of its religious character was carried out in June 2016 where the school was judged to be outstanding.
- The school does not use any alternative provisions.

## Information about this inspection

- 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 carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspectors 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.

- Inspectors held meetings with the executive headteacher, curriculum leaders and teaching and support staff.
- The lead inspector met with members of the governing body, including the chair of governors, and with representatives from the trust.
- The lead inspector met with the designated safeguarding leads to discuss how they keep pupils safe in school. She considered the school's recruitment procedures, staff induction and training, records of concerns and their engagement with external agencies. Inspectors also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including free-text responses. They also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including documentation relating to safeguarding.

### **Inspection team**

Angela Folland, lead inspector

His Majesty's Inspector

Rob Meech

Ofsted Inspector

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