

# Inspection of a good school: Delabole Primary School

High Street, Delabole, Cornwall PL33 9AL

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Inspection date: 28 March 2023

## **Outcome**

Delabole Primary School continues to be a good school.

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

Leaders have high expectations and are ambitious for all pupils. As a result, pupils thrive. Pupils benefit from an exciting curriculum that encourages them to be curious about the world around them. Leaders are determined that all pupils leave as resilient learners who develop the skills to become 'warriors for learning'.

Pupils are well prepared for life beyond primary school because of the school's focus on developing the whole child. Pupils learn how to make a positive contribution to society and gain leadership skills. They are proud to be part of the school council, 'The Tribe', or to support other children to have successful playtimes.

Pastoral and mental health support are strengths of the school. As a result, pupils feel safe and secure. Pupils understand what bullying is. They comment that it does not happen often but, if it did occur, they would tell an adult. Adults resolve any issues quickly. Pupils trust adults in school to help them. Pupils also enjoy learning about the wider world. Many pupils speak animatedly about educational visits, including residential visits.

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

Leaders create a curriculum that ensures equity for all. They have taken into account the various starting points and experiences of pupils. Pupils with special educational needs and/or disabilities (SEND) benefit from having their needs accurately identified. Staff are well trained in how to support pupils with SEND so that they complete the same learning as their peers.

The curriculum is ambitious and well sequenced, which helps pupils build knowledge over time. It sets out, step by step, what is to be taught from the early years to year 6. This

begins in Reception, where children secure important knowledge in reading and mathematics. This helps children in Reception to be ready for learning in Year 1. Teachers have strong subject knowledge, supported by enthusiastic and knowledgeable subject leaders.

In many lessons, pupils explain their learning confidently and with enthusiasm. The curriculum helps pupils to know a great deal and make deep, meaningful links across their learning. However, leaders' vision for the curriculum is not fully reflected in the quality of teaching in all subjects. In some subjects, teaching activities do not help pupils to secure what they need to know.

Leaders and teachers prioritise reading. Children in the early years master phonics as a result of high-quality teaching. Well-matched books offer consistent practise. Assessment is efficient and precise. Pupils who find learning to read difficult receive effective support. This encourages their love of reading. Older pupils are very proud of their 'love reading' journals, where they record and reflect upon what they have read.

In Reception, children maintain high levels of attention within class. They behave well and are prepared personally, as well as academically, for learning in Year 1. Children continue their positive attitude to learning through their time at school. Low-level disruption is extremely rare. As a result, classroom environments are calm and purposeful throughout the school. Staff consistently apply the school's 'calm code' approach.

This is an inclusive school where pupils are articulate and polite. They are supported to discuss sensitive topics with maturity. Leaders are proactive in developing pupils' understanding of and respect for protected characteristics. Pupils know how to stay safe, including online. For example, they learn about the dangers of unsecure websites. Pupils are equipped for life in modern Britain. Leaders provide a wide range of after-school clubs, including several sports and creative activities.

The personal and pastoral development of pupils is a strength. Consequently, pupils are kind, resilient and thoughtful. Those from disadvantaged backgrounds are very well supported. Dedicated leaders broaden pupils' horizons and raise aspirations for their future. This includes developing pupils individually and academically. Echoing the sentiments of many, one parent said, 'I know my child is well supported, is safe and is thriving.' A minority of parents have less positive views, and leaders agree that they need to improve communication with families.

Governors, known as hub councillors, understand the school's strengths and how to improve the quality of education further. Staff appreciate leaders' actions to reduce their workload. Staff are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide staff with high-quality training so that they know how to spot when a pupil or their family may need help. Staff are swift in sharing all concerns with safeguarding leads.

Leaders understand their community well. They work effectively with external agencies to secure help for pupils and families when required.

Pupils learn about how to keep themselves healthy and safe. They know they should tell a trusted adult if they are worried about something.

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

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

- Teaching does not always ensure pupils learn important content. Sometimes, teachers do not select appropriate ways to deliver the curriculum effectively. When this occurs, pupils' do not build their knowledge so that their learning is consistently secured and extended. Leaders should ensure that staff develop their understanding of pedagogy so that teaching helps pupils to successfully deepen their knowledge in all subjects.

## **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 September 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

<b>Unique reference number</b>	141322
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10256781
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Penny Shilston
<b>Headteacher</b>	James Pritchard
<b>Website</b>	<a href="http://www.delaboleschool.org">www.delaboleschool.org</a>
<b>Date of previous inspection</b>	27 and 28 September 2017, under section 5 of the Education Act 2005

## Information about this school

- The school is part of Aspire Academy Trust.
- The school does not use any alternative provision.

## 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 met with the headteacher and other senior leaders. Meetings were also held with representatives from Aspire Academy Trust.
- Inspectors carried out deep dives in these subjects: early 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.
- Inspectors heard some pupils read to a familiar adult.

- Inspectors held meetings with groups of pupils to discuss their views.
- Inspectors looked at documents about school improvement, the curriculum and safeguarding. They took account of the responses to the Ofsted Parent View survey and staff survey.

### **Inspection team**

Paul Walker, lead inspector

Ofsted Inspector

Andrew Lovett

Ofsted Inspector

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