

# Inspection of Newlyn School

Carne Road, Newlyn, Penzance, Cornwall TR18 5QA

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Inspection dates: 14 and 15 June 2023

**Overall effectiveness** **Good**

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|---------------------------|-------------|
| 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 | Good        |

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

Pupils are proud to attend Newlyn School. The virtues of 'respect, responsibility, perseverance, kindness, truthfulness, encourage' are rooted in the school's work. Pupils are polite, respectful and want to do well. They show positive attitudes to their learning. They are kind and caring towards one another including during social times. All pupils are included in all aspects of school life.

Leaders are ambitious for what they want pupils to achieve. They are determined for pupils to do well, particularly those pupils who are disadvantaged. Leaders have prioritised experiences that broaden pupils' horizons and enhance the curriculum. This includes working with the local art gallery to support the knowledge of art and raise aspirations. This is having a positive impact. One pupil shared, 'I know that I can be anything I want to be and that there are no barriers to my future.'

Pupils have access to a wide range of clubs that they enjoy, such as 'Penwith Explorers'. Parents praise these wider opportunities. They are highly positive about staff knowing pupils well and the support they provide. One parent said, 'Attention has been paid to every detail of the children's life in school, and the children couldn't have had a better start.'

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

Leaders have designed a broad and ambitious curriculum, starting in the early years. The development of staff subject knowledge has supported the curriculum design and implementation. For example, teachers have received training on the important knowledge all pupils need to learn in mathematics. Teachers identify the needs of pupils with special educational needs and/or disabilities well. They help these pupils to learn the curriculum alongside their peers.

Reading is a priority. Leaders ensure that pupils learn to read successfully and develop a love of reading. This starts in Reception where children are exposed to a range of books that excite them. For example, children enjoyed retelling the story 'What the Ladybird Heard at the Seaside' using the characters in the water tray. Leaders consider carefully the books teachers read to pupils. Books are chosen to support pupils' understanding of diversity and wider cultures. Pupils enjoy reading and sharing their favourite books and authors. Staff have a secure understanding of the phonics programme. As a result, pupils learn to read successfully. Staff match pupils' reading books to the sounds they know. This helps them to practise their reading and develop their fluency.

In some areas of the curriculum, teachers use assessment to identify gaps in pupils' knowledge. For example, in reading, teachers identify pupils who fall behind and support them to catch up. However, in some other subjects, assessment is not used with enough precision to ensure that all pupils build their knowledge as well as they could over time. As a result, some pupils develop gaps in their knowledge and do not deepen their understanding.

Leaders have created an effective curriculum which extends beyond the academic. As a result, pupils have an age-appropriate understanding of how to be responsible, respectful and active citizens. Pupils know that equality is important. They talk confidently about their respect for others. Pupils have a strong understanding of fundamental British values and what this means to them. This prepares them well for life in modern Britain. For example, pupils know that laws are in place to protect them and others. Pupils enjoy the clubs and trips on offer, including the recent 'school camp'. Pupils say this helps them to develop life skills such as facing their fears with the 'leap of faith'.

Leaders set routines and expectations for pupils to follow. The school is calm and orderly. This starts in Reception where children are taught how to share and play well with each other. Staff build positive relationships with pupils. This creates a warm and nurturing environment. Pupils share that bullying is not a worry for them. They know that staff will help to resolve any friendship issues. Leaders work with families and pupils to improve attendance, particularly for those who are disadvantaged. Recent changes to managing attendance are beginning to make a difference. However, some pupils are still absent too often. As a result, they do not build their knowledge as well as they could because they miss out on important learning.

All staff are proud to work at the school. They value being part of the trust and learning from colleagues. Governors are ambitious about making a difference to the school. They know the school well and receive regular training to fulfil their statutory responsibilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that the appropriate recruitment checks are in place for adults who work at the school. Staff receive regular safeguarding training. This helps them to identify pupils who may be at risk of harm. Staff record concerns promptly. Leaders gain support from external agencies for families when they need it.

Pupils feel safe. They can name a range of adults they would seek support from if they had any concerns. Pupils are taught how to keep safe, both online and in the wider world. For example, older pupils learn about water safety at surf school.

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

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

- Some pupils, including those who are disadvantaged, are absent too often. As a result, these pupils miss out on valuable learning and do not build their

knowledge as well as they could. Leaders need to continue their work with families to improve attendance.

- Some teachers do not use assessment precisely enough to understand what pupils know and remember. As a result, some pupils do not deepen their understanding of the curriculum as well as they could. Teachers need to use assessment to pinpoint gaps in knowledge. This will help them to adapt learning, so pupils build new knowledge securely 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.

## **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

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| <b>Unique reference number</b>             | 142243   |
| <b>Local authority</b>                     | Cornwall   |
| <b>Inspection number</b>                   | 10268633   |
| <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> | 129  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Anita Firth  |
| <b>Headteacher</b>                         | Lauren Connolly  |
| <b>Website</b>                             | <a href="http://www.newlynschool.co.uk">www.newlynschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 14 November 2017, under section 8 of the Education Act 2005        |

## Information about this school

- This school is part of the Truro and Penwith Academy Trust.
- Since the previous inspection, there has been a change in headteacher. The headteacher joined the school in April 2023.
- The school does not use any alternative provision.
- Leaders provide a before- and after-school club.

## 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. 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 also spoke to leaders and pupils about the curriculum in some other subjects.

- The inspectors spoke with school leaders, subject leaders, parents, pupils, governors and representatives from the trust.
- The lead inspector listened to pupils read to a trusted adult.
- To evaluate safeguarding, the inspectors spoke to the designated safeguarding leader, staff, governors and pupils, and evaluated record-keeping and staff training.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school.
- The inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents. The inspectors considered comments made by parents online during the inspection and met with some parents at the start of the second day. Inspectors also considered responses to Ofsted's online survey for staff. There were no responses to Ofsted's pupil questionnaire.

### **Inspection team**

Esther Best, lead inspector

His Majesty's Inspector

Lizzie Lethbridge

Ofsted Inspector

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