

Inspection of Pelynt Primary Academy

Pelynt, Cornwall PL13 2LG

Inspection dates: 20 and 21 June 2023

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

What is it like to attend this school?

Pelynt is a welcoming school. Pupils enjoy the positive relationships that exist with staff. They appreciate the 'family feel' that leaders have created. Leaders have high expectations for what pupils can achieve. They place importance on the school's values. For example, pupils are keen to show their curiosity and enthusiasm in how they approach their learning.

Pupils are encouraged to share their views at Pelynt School. They are involved in many decisions about changes to school life. For example, they voted for which animals best demonstrated the school's values. They also took the lead in deciding on new names for the houses they belong to. Leaders encourage pupils to develop their oracy skills. Pupils present to their class and in assemblies. This develops their confidence to speak in front of others.

Pupils benefit from a well-planned curriculum, which also includes opportunities for outdoor learning. Many pupils participate in extra-curricular activities. These include football, cricket, art and choir. Pupils look forward to the residential visits that are planned for them. These trips help them to develop their independence. Leaders balance trips further afield with those celebrating the heritage of Cornwall.

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

Leaders are ambitious for pupils. All pupils follow a broad and challenging curriculum. Leaders provide staff with clear strategies to support pupils with special educational needs and/or disabilities (SEND). The input of pupils and parents is also a valued part of the information gathered. Staff use all of this detail to support pupils with SEND effectively, both in and beyond the classroom.

Subject leaders have carefully considered the knowledge they want pupils to learn. For example, in art and design, pupils gradually build their knowledge of different artistic processes. By Year 5 and 6, pupils produce artwork in sketchbooks of a very high quality. Teachers share learning journeys with pupils to help them to understand how their knowledge links together. However, in some subjects, teaching does not help pupils to successfully embed this knowledge into their long-term memory.

All staff are trained to teach the phonics curriculum and they do so effectively. Pupils read books matched to the sounds they know. Leaders regularly check the progress pupils make. Pupils who struggle receive support to help them catch up quickly.

Pupils enjoy reading. Many also choose to read at home. Staff encourage this, through the use of rewards, for example. Through the curriculum, pupils are introduced to a wide range of diverse texts. They benefit from hearing their teachers read stories aloud to them. Children in the early years happily re-tell and act out

stories. Adults model a variety of language choices for pupils to use when sharing books.

Pupils show positive attitudes to their learning. They listen and respond well to staff. Children in the early years benefit from a calm and nurturing environment in which they follow well-established routines. Children use their manners and share nicely with each other. At playtimes, pupils are encouraged to be active. Some pupils play football, while others play parachute games or create their own role play.

At Pelynt School, pupils' personal development is an important part of the wider curriculum. Pupils learn about the importance of an inclusive society. They consider beliefs and cultures that are different to their own. Pupils show confidence in their understanding of fundamental British Values. Leaders also provide a range of opportunities for pupils' physical development. For example, in the early years, children develop their gross motor skills with 'balanceability.' This develops into 'bikeability' as they grow in confidence.

The well-being of staff is important to leaders. They consider the views of staff when making decisions. Staff agree they are well supported. They say leaders are approachable and flexible. Staff are proud to work at this school.

Parents are supportive of the school. Parents of children in the early years appreciate the 'Family Friday' event. The regular blogs and newsletters keep parents up-to-date with events. These allows the community to celebrate pupils' successes together.

Safeguarding

The arrangements for safeguarding are effective.

Staff, including governors, receive appropriate safeguarding training. They know the process for reporting concerns about a child or a member of staff. Leaders regularly share potential safeguarding scenarios with staff to keep their knowledge current.

Leaders keep detailed safeguarding records. They take quick and decisive action, including making a referral to an external agency, if a child is at risk of harm.

Pupils are safe in school. They are confident to talk to a trusted adult with any concerns. As part of the curriculum, pupils learn how to keep themselves safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teaching does not help pupils to remember the content they have been taught or to build their knowledge successfully over time. As a result,

some pupils have gaps in their knowledge or find it difficult to apply it. Leaders should ensure that teaching in these subjects supports pupils to remember and apply the knowledge they have learned.

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	142955
Local authority	Cornwall
Inspection number	10268219
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	Board of trustees
Chair of trust	Maria Ashurst
Headteacher	Abigail Rich
Website	www.pelyntprimary.co.uk
Date of previous inspection	25 and 26 June 2019, under section 5 of the Education Act 2005

Information about this school

- A new headteacher was appointed in September 2022.
- The school does not currently 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 held discussions with the headteacher, executive headteacher, the special educational needs coordinator, the early years lead, subject leaders, two members of the local governing body and the chief executive officer of the trust.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, 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.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead to consider how well the school identifies pupils who are at risk and engages with external services. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors considered responses to Ofsted's online survey for parents and carers, Parent View, including free-text comments. Inspectors also considered responses to the pupil survey and the staff survey.

Inspection team

Kelly Olive, lead inspector

His Majesty's Inspector

Carl Thornton

Ofsted Inspector

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