

# Inspection of a good school: St Buryan Primary School

Rectory Road, St Buryan, Penzance, Cornwall TR19 6BB

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Inspection date: 11 July 2023

## Outcome

St Buryan Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are happy to attend St Buryan Primary School. They greet each other warmly and value their friendships. Leaders focus on pupils knowing each other well through initiatives such as older children fulfilling their roles as reading buddies for younger pupils.

Leaders have high expectations for what pupils can achieve, including pupils with special educational needs and/or disabilities (SEND). Pupils rise to meet leaders' expectations. They show highly positive attitudes to learning. This helps them to face challenges with confidence. Pupils' resilience means they are not afraid to 'have a go'. They support each other to always do their best. Pupils are kind and courteous. They look out for others and ensure that everyone feels included. This helps pupils to feel safe and secure.

Leaders provide a range of opportunities for pupils to develop their talents and interests. For example, many pupils play sport competitively to a high standard. They know about the importance of good sportsmanship and being respectful to others.

Parents describe the school as having a 'strong, caring and community feel'. They appreciate how well staff know pupils' needs. Parents comment positively about the lengths staff go to when providing extra support for their children.

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

Leaders provide an ambitious curriculum for most pupils. They set out the most important knowledge pupils need to know and remember. Leaders give careful consideration to the sequence of learning in most year groups. This supports pupils to build new knowledge well. They know and remember more over time. Teachers have the subject knowledge they need to design learning that captures pupils' interest. They break learning down into small steps. Teachers use assessment to find out what pupils know and remember. However, they do not use the information they gain from assessment to ensure that all pupils' learning suitably challenges them. As a result, some pupils do not make as much progress as they could.

There is a consistent phonics programme in place. Leaders provide training to ensure all staff have the depth of knowledge they need to teach phonics well. Staff identify pupils' gaps in knowledge accurately. They give extra help to pupils who need it. This helps pupils to catch up quickly and read with confidence. Staff read to pupils regularly. Pupils explore different text types and authors. They show a keen interest in reading. Pupils often read for pleasure, with high levels of enjoyment. Parents appreciate the support they receive to understand the school's approach to phonics.

Although children in the early years learn to read well, some other aspects of their development are less successful. The curriculum in the early years is not as well considered as the curriculum in the rest of the school. Some children do not have enough opportunities to deepen their understanding. The learning provided does not consistently promote children's interest and curiosity. This stalls some pupils' progress.

Pupils with SEND learn the curriculum alongside their classmates. Leaders provide training so that staff have the knowledge and confidence to adapt learning to meet pupils' needs. As a result, staff know pupils' barriers to learning and provide support that enables pupils to learn well. They help pupils to feel confident while developing their independence.

Pupils relish the opportunity to hold a leadership role. They see the impact of their voice on the development of the school, for example deciding which charities to support and helping new pupils to settle into the school. When designing the personal development offer, leaders consider the experiences they want pupils to have. Leaders have thought about the school's rural location when planning opportunities for pupils. For example, pupils visit cities to learn about different cultures and backgrounds. This helps pupils to understand diversity and equality.

The termly 'Believe, Achieve, Aspire' days help pupils to learn about themselves while understanding their place in the wider world. Leaders invite inspirational visitors into school so pupils can learn about careers and wider opportunities. Pupils say that these days inspire them and prepare them well for the next stage of their education.

The trust has an accurate understanding of what the school does well and what needs to improve. It provides suitable support that enables school leaders to bring their vision to life. Staff feel well supported in their roles. They say that leaders ensure their workload is manageable and care about their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders plan and deliver regular safeguarding training. This helps staff to look out for signs of a pupil being at risk. Staff record and report concerns promptly. Leaders take the necessary action to secure the help that vulnerable families need.

Pupils know how to keep safe, including online. They know not to share their personal information with others, including passwords. Leaders know what the local risks are to

pupils. They use the expertise of external specialists, such as the Royal National Lifeboat Institution, to enhance the safeguarding curriculum.

Leaders make all necessary safeguarding checks during the recruitment of new staff.

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

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

- Teachers do not use the information they gain from assessment to ensure that all pupils' learning suitably challenges them. As a result, some pupils do not make as much progress as they could. Leaders need to make sure that teachers use assessment to shape learning based on pupils' prior learning and understanding.
- The curriculum in the early years is not as well considered as the curriculum in the rest of the school. Some children do not have enough opportunities to deepen their understanding. The activities in the learning environment do not always promote children's interest and curiosity. This stalls some pupils' progress. Leaders must ensure that the curriculum in the early years is as well considered as it is in the rest of the school. This will ensure that all children build the secure foundations for learning that they need for future learning.

## **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 second ungraded inspection since we judged the school to be good in July 2012.

## **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>	136269
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10227159
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jackie Eason
<b>Headteacher</b>	Joshua McDonald
<b>Website</b>	<a href="http://www.stbryanacademy.com">www.stbryanacademy.com</a>
<b>Date of previous inspection</b>	2 March 2017, under section 8 of the Education Act 2005

## Information about this school

- St Buryan Primary School is much smaller than the average primary school.
- The school is part of the Leading Edge Academies Partnership (LEAP).
- Leaders do not use any alternative provision.
- The nursery includes provision for two-, three- and four-year-olds.

## 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 physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with school leaders, subject leaders, parents, pupils, governors and representatives from the trust.

- An inspector listened to pupils read.
- To evaluate safeguarding, an inspector spoke to the designated safeguarding lead. Inspectors also spoke with staff, governors and pupils, and evaluated record-keeping and staff training.
- Inspectors considered responses to Ofsted Parent View, Ofsted’s online survey for parents, and comments made by parents online during the inspection. They also evaluated responses to Ofsted’s staff and pupil surveys.

### **Inspection team**

Jane Dennis, lead inspector

His Majesty’s Inspector

Cameron Lancaster

Ofsted Inspector

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