

Inspection of St Keverne Primary School

School Hill, St Keverne, Helston, Cornwall TR12 6NQ

Inspection dates: 23 and 24 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

The head of school of this school is Lisa Woodhouse. This school is part of Aspire Academy Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Vanessa Bragg, and overseen by a board of trustees, chaired by Penny Shilston.

What is it like to attend this school?

The school is determined for all pupils to succeed. It is introducing changes to ensure that the curriculum provides pupils with the knowledge and skills they need. These actions are beginning to make a difference. However, it is still early days. The curriculum does not yet support pupils to build their knowledge well enough across all subjects.

Pupils of St Keverne talk with enthusiasm about their school. They are proud of how staff and pupils help and encourage each other. This creates a calm and welcoming school community where pupils feel well-cared for, confident and safe.

Pupils attend well. They conduct themselves positively around the school. Pupils respond positively to the high expectations of staff. During unstructured times, such as lunchtime and play time, older pupils act as positive role models for younger pupils. They know this is important role to carry out.

Pupils of all ages demonstrate the school's values of honesty, kindness and respect. They show these in their understanding of diversity and how people can be different. These qualities prepare them well for being active members of their communities and moving on to the next stage in their education.

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

The school has worked, with the wider trust, to address the areas for improvement identified in the previous inspection report. It is working with determination to strengthen the quality of education. The school has thought carefully about the knowledge it wants pupils to learn and remember across the subjects they study. However, the curriculum for subjects in the wider curriculum is not implemented well enough. This means pupils do not gain the knowledge they need to progress well through the curriculum. Furthermore, the school has not made sufficient checks on this to ensure they have a wholly accurate knowledge of the impact their actions have had.

The school has given priority to the teaching of early reading. Children in Reception develop their phonic knowledge from the start of their time at school. When pupils fall behind the pace of the programme, they quickly get the support they need to help them to catch up. As a result, pupils become increasingly fluent and confident readers. Pupils read regularly and enjoy listening to high-quality texts read to them by staff.

Decisions made by the school in some subjects, such as mathematics and physical education (PE), have successfully impacted on pupils' learning. For example, whole class arithmetic sessions are increasing pupils' fluency in number. Changes to teaching in PE has resulted in pupils retaining the knowledge and skills they learn and transfer them across different sports. However, teachers do not check pupils' understanding well enough. Consequently, teachers do not adapt learning and

address misconceptions that pupils may have. This is more effective for pupils with special educational needs and/or disabilities (SEND). This is because the school has made sure that the support to meet their needs is precise and well-targeted.

The curriculum for children in the Reception class is more established. The school ensures children get off to a strong start to their education. With support from the wider trust support, it has overhauled the space and resources that children in early years use. Staff use this well to encourage and promote independence, problem solving and curiosity. Children play imaginatively with the resources inside the classroom and in the outdoor area. They know the rules in place and the expectations staff have of them to tidy up after use. Children interact with their peers and adults using ambitious language and high-quality vocabulary. They are well-prepared for learning in Year 1.

Pupils' wider development is supported well. They are encouraged to be aspirational. Pupils learn about relationships, well-being and how to keep themselves safe, including when online. Pupils value the trips they take part in to enrich the curriculum and deepen their awareness of the world around them. These include visits to Plymouth and Bristol, as well as getting to know their local area. Pupils understand the concepts of fundamental British values and embody these through daily school life.

Staff hold positive views of the recent improvements to the school. They value the support from leaders and the wider trust to increase their expertise and manage the workload involved with the significant change. Those in governance roles have an in-depth knowledge of the school. They use this to challenge and support leaders in their school improvement work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is not a well-established curriculum in place for subjects in the wider curriculum. The school does not have a fully accurate view of the effectiveness of their actions and decisions concerning the new curriculum design. Consequently, pupils do not gain the knowledge they need to achieve well. The trust must ensure that the intended curriculum is implemented effectively, and the necessary checks and monitoring are timely so that pupils learn more and progress well towards more successful outcomes.
- The school does not check pupils' understanding well enough and identify and address misconceptions they may have. The trust must ensure that staff regularly check pupils' understanding so that learning can be adapted and gaps in knowledge addressed.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140642
Local authority	Cornwall
Inspection number	10322282
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	Board of trustees
Chair of trust	Penny Shilston
CEO of the trust	Vanessa Bragg
Headteacher	Lisa Woodhouse
Website	www.stkeverne.org.uk
Date of previous inspection	23 May 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of Aspire Academy Trust, which is responsible for 37 primary academies and 22 nurseries across Cornwall.
- This school is a smaller than average-sized primary school.
- The school has a higher-than-average number of pupils with SEND.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school, the strategic partner, subject leaders from the school and leaders from the trust. In addition, an inspector met with the chair of the hub council, the chair of the trust, the CEO and deputy CEO of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders and trust leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- An inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors analysed school documentation, including leaders' evaluations and plans for improvement. Inspectors scrutinised a range of policies and procedures, including those that relate to the curriculum, SEND, safeguarding and behaviour.
- An inspector listened to the views of parents at the beginning of the first day of the inspection. Inspectors considered responses to Ofsted Parent View and the free-text comments.
- Inspectors evaluated responses to Ofsted's staff and pupil survey.

Inspection team

Leanne Thirlby, lead inspector

His Majesty's Inspector

Cameron Lancaster

Ofsted Inspector

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