

Inspection of a school judged good for overall effectiveness before September 2024: Egloskerry Primary School

Egloskerry, Launceston, Cornwall PL15 8RT

Inspection date:

11 March 2025

Outcome

Egloskerry Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Lynsey Slater. This school is part of Athena Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Benjamin Parnell (CEO), and overseen by a board of trustees, chaired by Elaine Marshall.

What is it like to attend this school?

Pupils are polite, courteous and respectful. They are happy and proud of their school community. Pupils take pleasure in doing the right thing, such as holding doors open for their friends. The school builds positive and warm relationships with pupils to ensure they feel well cared for and grow in confidence. As a result, pupils know staff will help them if they have any worries or concerns.

The school is ambitious for pupils and determined for them to do well. It sets high expectations for pupils to achieve and prepares them successfully for their next stage. The school provides a calm and purposeful environment. This begins in the early years where children listen carefully to staff. The school works effectively to ensure that pupils attend regularly so that they do not miss out on important learning.

Pupils benefit from a range of experiences that go beyond the academic. The school values of 'kindness, dream big, be your best self, love reading, get involved' underpins the life of the school. For example, through a visit to the beach, pupils talk passionately about the environmental impact of litter. This is supported further through a range of books that deepen pupils' understanding.

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

The school, alongside the trust, are determined for pupils to learn well. This is achieved

through the design of the curriculum which sets out the knowledge and vocabulary pupils need to learn and by when. The school curriculum incorporates the needs of mixed-age classes to ensure that pupils build their knowledge based on what they have learned before.

The school has developed teaching strategies to help pupils learn the curriculum. Through 'recap, model, check, practise', pupils are supported to learn and remember the intended curriculum. Pupils know how this approach helps their learning. The school's focus on pupils actively taking part in lessons through verbal responses ensures pupils practice and embed new knowledge. The school uses this approach to check how well pupils are deepening their understanding. However, currently, the teaching of the curriculum is variable. Sometimes pupils' misconceptions are not picked up quickly enough. This is because the subject knowledge of staff to teach some aspects of the curriculum is underdeveloped. Consequently, some pupils are building their knowledge less securely.

Inclusion is a strength of the school. There is a clear process to identify early pupils with special education needs and/or disabilities (SEND). This ensures that these pupils get all the support they need to learn the curriculum well alongside their peers.

Pupils write widely and often across the curriculum. The school supports pupils to build their understanding of vocabulary alongside developing their handwriting, spelling, grammar and punctuation skills. However, some pupils do not get all the support they need. They have not yet grasped the basics of writing before tackling more challenging written tasks. As a result, these pupils struggle to complete these tasks with accuracy and success.

The school's value 'love reading' threads through its work. Pupils enjoy the many books they read and share with each other. The school prioritises help for pupils to learn to read quickly. Staff have the expertise to teach pupils how to read well. They give pupils regular opportunities to practise and apply their knowledge of new sounds. Staff identify swiftly any pupils who fall behind in learning to read and support them to catch up.

Pupils show positive attitudes to their learning and want to be successful. They know and understand the school's routines and high expectations. For example, pupils respond quickly when staff ask for their attention. During social times, pupils play well with each other and look after the equipment they use.

Through the school's work on culture and diversity, pupils talk confidently about the importance of equality. They know that this is a school where everyone is included, regardless of differing backgrounds. Pupils appreciate the many visits to enhance the curriculum, such as a visit to a historic 'gaol'. They value the clubs to develop their talents and interests. The school ensures that pupils with SEND get all the support they need to benefit from the school's rich offer.

Those responsible for governance have an accurate view of the school. They know the school's successes and where there is more work to be done. Staff value the support they

receive from leaders for their workload and wellbeing. This includes those that are new to the profession, who benefit from support both in school and across the wider trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, there is variation in how well the curriculum is implemented. As a result, some pupils have gaps in their knowledge that go unaddressed. The trust needs to strengthen the expertise of staff to implement the curriculum effectively, so that pupils are well prepared for future learning across subjects.
- The school does not support some pupils well enough to secure important knowledge in their writing. As a result, they have gaps in the basic transcription skills of writing, such as handwriting, spelling and punctuation. The trust needs to ensure that staff are clear about the important knowledge pupils must secure and by when so that they can complete more challenging writing tasks with success.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in February 2020.

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	144895
Local authority	Cornwall
Inspection number	10344804
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	75
Appropriate authority	Board of trustees
Chair of trust	Elaine Marshall
CEO of the trust	Benjamin Parnell
Headteacher	Lynsey Slater
Website	www.egloskerryprimary.uk
Dates of previous inspection	4 and 5 February 2020, under section 5 of the Education Act 2005

Information about this school

- Egloskerry Primary School is part of Athena Learning Trust.
- The headteacher took up her post in January 2023.
- The school provides a before- and after-school club.
- The school currently uses one registered alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke with school leaders, staff, parents, those responsible for governance including the chair of the trust and the CEO.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the 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.
- 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's online survey for parents, Ofsted Parent View, and spoke to some parents at the start of the inspection. Inspectors also considered responses to Ofsted's online survey for staff and pupils.

Inspection team

Esther Best, lead inspector

His Majesty's Inspector

Sean Millar

Ofsted Inspector

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