

# Inspection of a good school: Bishop Cornish CofE VA Primary School

Lynher Drive, Saltash, Cornwall PL12 4PA

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Inspection dates:

15 and 16 March 2022

## Outcome

Bishop Cornish CofE VA Primary School continues to be a good school.

## What is it like to attend this school?

The 'PLACE' curriculum – playful, loving, accepting, curious and empathetic – is at the heart of how pupils learn and develop at Bishop Cornish. Pupils are captivated by the awe and wonder that teachers create in the classroom and beyond. As a result, pupils' attitudes to their learning are strong. The care and nurture that staff have for pupils are underpinned by the school's Christian values. Staff make it a priority to create an inclusive and safe learning environment.

Pupils enjoy coming to school. Parents and carers are overwhelmingly positive. They commonly use words such as 'amazing', 'fantastic', 'special' and 'unique' when describing the school. Leaders are determined for all pupils to succeed. Pupils meet the high expectations that staff set for them. They know why these are important. Pupils behave well and state that bullying does not happen. Despite this, pupils say they trust adults to support them with this and any other worries they may have. Relationships between adults and pupils are nurturing and respectful.

Pupils take great pride in the responsibilities they hold. These include being animal monitors, which helps them develop their independence and a sense of empathy.

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

Leaders have designed an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Teachers are passionate about the learning they deliver. They build curiosity and encourage pupils to think critically and problem solve. This is as a result of secure subject knowledge and strong relationships with the pupils. Subject leaders are knowledgeable about their subjects. They monitor their subjects to identify areas for improvement and gaps in learning. However, leaders do not always check how well the curriculum is taught. This means they do not always have accurate information about how well pupils learn.

Teaching in the early years enables children to use a wide range of vocabulary from their previous learning to explore the world around them. Staff encourage them to cooperate and develop their creative-thinking skills. Children persevere with their learning and play when working independently and with adults. Children develop their understanding of phonics and number well. There is a clear and consistent structure to teaching phonics in the early years and key stage 1. When pupils fall behind, teachers provide effective support to enable them to catch up quickly. This helps pupils to learn how to read and spell words before they move on to develop a greater understanding of the texts. Books are matched well to the letters and sounds pupils are learning. Pupils enjoy reading. Older pupils talk enthusiastically about the texts they read. They know how the school helps them to get better at reading.

Pupils in key stages 1 and 2 talk confidently and with enthusiasm about their learning. They enjoy a wide range of subjects. Leaders identify the needs of pupils with SEND quickly and these pupils are supported well in lessons. As a result, pupils, including those with SEND and disadvantaged pupils, recall prior learning successfully. Examples of this include older pupils sharing what they remembered from their history learning with younger pupils currently learning the same topic. Also, pupils can recall their previous learning about coding to secure new learning about programming. Despite pupils recalling their learning successfully over time, leaders have not identified the most important knowledge they want pupils to learn clearly enough in some foundation subjects. At times, this weakens pupils' wider knowledge in applying what they already know to other ideas or concepts.

Staff promote pupils' wider development effectively. Pupils have a strong understanding of difference and acceptance of others. Leaders continue to strengthen pupils' awareness of diversity. Pupils learn how to keep themselves safe. There is a wide range of extra-curricular opportunities offered to meet the different interests of pupils. These are attended well. Across the school, staff model clear expectations for pupils' behaviour. Pupils know what is expected of them and respond positively.

Staff feel well supported by the senior leadership team. They appreciate the training and time for professional development. Leaders are considerate of staff's workload. Staff welcome this and are positive about their experience of working at the school. Leaders, including those responsible for governance, have a detailed and accurate view of the school. They understand the school's work, the curriculum and the school's values and ethos.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, including governors, keep pupils' safety and well-being a priority. The designated safeguarding leads are knowledgeable about issues critical to pupils and families. They work closely with external agencies to provide appropriate and timely support. All staff are trained and receive regular and up-to-date information. Staff are vigilant and know how to report a concern. Leaders follow up on concerns and act on these quickly. Staff know that safeguarding is their responsibility. Recruitment procedures are thorough.

The curriculum provides opportunities for pupils to gain the knowledge they need to help keep themselves safe, for example when online.

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

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

- In some foundation subjects, the curriculum is not clear about the essential knowledge pupils must know and remember. As a result, pupils do not always link what they have learned before to their new learning. Leaders need to ensure that the specific knowledge they want pupils to learn is identified so that pupils learn and remember more over time.
- Leaders do not thoroughly check the impact of their decisions and actions. They do not have a fully accurate view of the quality of the implementation of the curriculum. Leaders need to ensure they are more robust in checking the impact of their actions and decisions. This will give leaders more precise information about how effectively the curriculum is taught and how well pupils learn.

## **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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	112034
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10211036
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Teresa Lindeyer
<b>Headteacher</b>	Tracey Fletcher
<b>Website</b>	<a href="http://www.bishop-cornish.cornwall.sch.uk">www.bishop-cornish.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	24 November 2016, under section 8 of the Education Act 2005

## Information about this school

- The current headteacher has been in post since September 2021.
- The school does not have a nursery.
- The school does not use alternative provision.
- The school is a voluntary aided Church of England school. The most recent section 48 inspection took place in October 2017.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher, curriculum leaders, the special educational needs coordinator, staff and members of the governing body, including the chair.
- The inspector carried out deep dives in these subjects: early reading, history and computing. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- The inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspector considered how well the school protects pupils and keeps them safe.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector listened to the views of parents at the start of day two. The 103 responses to the online survey, Ofsted Parent View, including 72 free-text responses, were also considered, along with the 66 responses to the pupil online survey and 23 responses to the staff online survey.

### **Inspection team**

Leanne Thirlby, lead inspector

Her Majesty's Inspector

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