

# Inspection of Berrycoombe School

Berrycoombe Vale, Bodmin, Cornwall PL31 2PH

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Inspection dates: 27 and 28 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Berrycoombe is a school where everyone is included. Leaders make sure that everyone feels valued and cared for. They are passionate about helping pupils to become well-rounded, empathetic citizens. Staff focus on knowing and supporting pupils and families. As a result, there are warm and open relationships.

Pupils enjoy coming to school. They value the interesting curriculum and events, such as theme weeks. Staff offer a variety of clubs to develop pupils' interests and talents, including forest school, hockey and basketball. They appreciate the opportunities to go on residential trips.

Pupils' behaviour is calm in classrooms and at social times. Pupils have positive attitudes to learning. Leaders promote values such as kindness through assemblies and displays. On the occasions when pupils find it difficult to manage their behaviour, staff respond well. Leaders work carefully and sensitively to reintegrate pupils quickly. Pupils say that bullying is rare, but they trust any member of staff to sort it out if it does happen.

Parents speak highly of the school. One said, 'My children have come on leaps and bounds since being at the school. Nothing is ever too much trouble.'

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

Leaders have established a carefully sequenced curriculum that considers pupils' needs. This has been a collaborative effort with staff.

Leaders are constantly looking for improvements. Leaders, including trustees and governors, regularly monitor the curriculum. They check its impact and make changes swiftly when necessary. For example, leaders identified a need to improve pupils' fluency in mathematics. As a result of this focus, pupils can now recall number facts and apply them to more complex problems.

Leaders have prioritised reading throughout the school. They have strengthened phonics teaching through a more consistent approach. Leaders have used external support to help this process. Pupils now learn to read quicker than in the past.

Following the recent opening of the nursery, leaders have focused on improving children's communication and language skills. Teachers ensure that children develop these skills rapidly. Children join in enthusiastically with songs and nursery rhymes. Leaders support parents to help their children with reading. For example, teachers invite parents to watch phonics lessons. This enables parents to use the same approaches at home.

Teachers check what pupils know in reading regularly. They identify pupils who have fallen behind. Younger pupils catch up quickly. However, for a small number of older pupils, gaps remain.

Teachers develop a love of reading by carefully linking 'class reader' books to work in history or geography. They use these sessions to promote key vocabulary and to connect prior knowledge. As a result, pupils deepen their understanding in the wider curriculum. For example, pupils were able to recall knowledge of the Vikings' invasion of Britain.

Teachers take a highly structured approach to mathematics. Teachers plan carefully sequenced lessons. Consequently, pupils build on their prior knowledge. Through teachers' modelling of language, pupils use mathematical vocabulary precisely. Teachers use questioning well to check pupils' understanding. This enables them to identify when pupils require more support. However, teachers' checks on what pupils know are not as well developed in foundation subjects. This means teachers do not always know what pupils have learned. Although leaders have made a start on developing systems to address this, work is at an early stage.

Staff identify pupils with special educational needs and/or disabilities early. Well-trained staff adapt the curriculum to pupils' needs skilfully. As a result, pupils receive highly effective, tailored support.

Leaders weave pupils' personal development through the curriculum. They promote pupils' moral development by exploring real-life examples of unfair treatment. Older pupils speak knowledgeably about the Windrush generation and its impact.

Leaders give frequent opportunities for pupils to have a voice. For example, pupils use 'worry buckets' in class. This has enabled adults to help them with concerns. Pupils learn about the importance of an active lifestyle and enjoy running 'the weekly mile'. They learn to be active citizens by taking on roles such as play leaders and keeping the school grounds tidy.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide effective support to vulnerable pupils and families. They have created a strong culture of safeguarding. Staff are vigilant. They receive regular training to enable them to spot potential signs of abuse. As a result, staff record concerns in a detailed and timely manner. Leaders make referrals to the local authority as appropriate and follow up outcomes as necessary. Staff work with a range of external agencies to ensure families get the support they need.

Leaders' checks on contractors and visitors are robust.

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

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

- A minority of older pupils have gaps in their phonics knowledge. As a result, these pupils are not confident and fluent readers. Leaders need to ensure that these pupils catch up rapidly.
- In some foundation subjects, leaders have not yet fully established systems for assessment. This means teachers are not always sure of what pupils know and the gaps in knowledge they may have. Leaders need to ensure that assessment is used effectively to help pupils to know and remember more of the curriculum.

## 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>	145757
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10241439
<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>	232
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anita Firth
<b>Headteacher</b>	Craig Robertson
<b>Website</b>	<a href="http://www.berrycoombeschool.co.uk">www.berrycoombeschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined Truro and Penwith Academy Trust in 2018.
- The school opened a nursery for two- to four-year-olds in September 2021.
- The school uses one registered alternative provider.

## Information about this inspection

The inspector(s) 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 met with the headteacher, senior leaders, the special educational needs coordinator, groups of staff and representatives from the local governing body and trust.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at

samples of work and spoke to pupils about their learning. Inspectors also looked at samples of work and spoke to pupils about their learning in art and design, and geography.

- The lead inspector listened to pupils in Years 1, 2 and 4 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record of employment checks.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- An inspector spoke to parents at the start of the school day. Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

### **Inspection team**

Jason Edge, lead inspector

His Majesty's Inspector

Martin Greenwood

Ofsted Inspector

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