

# Inspection of a good school: Boasley Cross Community Primary School

Bratton Clovelly, Okehampton, Devon EX20 4JH

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Inspection date:

10 May 2022

## **Outcome**

Boasley Cross Community Primary School continues to be a good school.

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

Pupils at Boasley Cross are nurtured well by caring adults. 'Staff at this school truly care about the well-being of my child,' was a comment from a parent. Adults take the time to know pupils well. They understand pupils' individual needs and know how to support them. Pupils feel happy and safe. They, and their parents and carers, appreciate the strong relationships that adults build with them. As a result, most pupils behave well. Pupils understand what bullying is. They say that it rarely happens. Pupils are confident that adults would listen and act if they shared any worries with them.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders ensure that all adults who work at the school understand and share this ambition. Pupils have positive attitudes to their learning. They know what is expected of them and arrive at school each morning eager to learn. Pupils say that they enjoy learning because teachers make it interesting and explain work clearly to them.

Parents appreciated the support they received from school staff throughout COVID-19.

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

Leaders have recently introduced a new phonics programme. It has started well. Most staff have received training that enables them to understand the chosen approach to phonics. They deliver high-quality phonics lessons. Adults identify pupils who need more support with their reading. Leaders plan extra help for pupils who need to catch up. They ensure that parents understand the new expectations. Pupils read regularly in school and at home. Leaders use rewards to encourage pupils to read widely and often. They ensure that there are inviting spaces around the school where pupils can read for pleasure. Older pupils read books that develop their understanding of different cultures.

Children in early years settle well into school routines. Teachers plan activities that develop children's communication and language skills. Consequently, children

communicate well and explain their thoughts with confidence. They play imaginatively. Children start to learn phonics as soon as they start school.

Leaders ensure that pupils learn through an ambitious curriculum that is planned well. Teachers are clear about the knowledge that pupils need to learn. Pupils learn well because the sequence of learning is carefully considered. Teachers have strong subject knowledge. This enables them to create interesting and engaging learning activities for pupils. In some subjects, for example mathematics, teachers use assessment effectively. As a result, pupils receive extra support when they need it. However, assessment is not used consistently well across all subjects. Teachers do not always check what pupils know and remember over time. Sometimes, they are unsure what prior knowledge pupils bring to their new learning. This can slow learning.

Pupils with SEND receive the support that they need to access the full curriculum. Staff make skilful adaptations because they know pupils' needs well. Pupils have targets that help them to learn. However, some of the targets do not support pupils to develop their confidence and independence. Some pupils do not develop these key learning skills as well as they could.

Pupils understand the school's values of 'respectful, resourceful, resilient'. They refer to these when talking about their learning. Pupils develop character through regular, well-planned outdoor learning opportunities. They learn how to collaborate and consider the views of others. Pupils are kind and considerate. They look out for each other during social times. Leaders plan roles of responsibility for pupils to apply for, such as librarians. Pupils take their responsibilities seriously. Leaders recognise the importance of pupils experiencing life beyond the school's rural community. Pupils visit contrasting locations to develop their understanding of the wider world. They learn about people who have beliefs that are different from their own.

Staff are proud to work at the school. They appreciate the support they receive from the trust. Staff say that strong teamwork is a feature of the trust. Leaders consider the well-being of staff when making decisions about improving the school. Staff and parents feel that leaders are approachable and communicate well. Parents appreciate the 'book and biscuit' sessions that leaders invite them to. Parents see these as a valuable opportunity to discuss their children's learning.

Governors understand what the school does well and what it needs to do better. They check that leaders share accurate information about the quality of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Regular staff training enables early identification of pupils who may be at risk. Records of concerns are thorough. Leaders are proactive in securing the right help for families when they need it.

Pupils know how to keep safe when online. They understand the dangers of sharing personal information. Pupils know how to access help from external organisations, such as Childline.

Leaders ensure that safeguarding checks on adults who join the school are recorded accurately. Governors understand their responsibilities in relation to safeguarding.

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

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

- Assessment is not used consistently well to understand what pupils know and remember over time. Teachers are not always sure which parts of the curriculum pupils remember. This can slow pupils' learning. Leaders need to ensure that teachers use assessment effectively across the curriculum.
- Some pupils with SEND have targets that do not always support them to develop their confidence and independence. Pupils may not develop these key learning skills in preparation for the next stage in their education. Leaders need to ensure that pupils' targets support them to complete work with increasing confidence and independence.

## **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 a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Boasley Cross Community Primary School, to be good in January 2014.

## **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>	145330
<b>Local authority</b>	Devon
<b>Inspection number</b>	10227684
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tania Skeaping
<b>Headteacher</b>	Janine Cook
<b>Website</b>	<a href="http://www.boasleycross.devon.sch.uk">www.boasleycross.devon.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Boasley Cross Community Primary School joined Dartmoor Multi-Academy Trust in 2018.
- The headteacher joined the school in 2021.
- The school does not use any alternative provision.
- There are two mixed-age classes.
- Three-year-olds attend on a part-time basis.

## Information about this inspection

- This was the first routine inspection the school had 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, executive headteacher, special educational needs coordinator, members of staff, parents, and representatives from the trust and local stakeholder board.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors checked the procedures for keeping pupils safe, including scrutinising the single central record.
- An inspector considered responses to the online questionnaire, Ofsted Parent View, including the free-text responses. The inspector also took into consideration responses to the staff and pupil surveys.
- Inspectors met with pupils and staff to gather their views and find out what it is like to be part of the school.
- An inspector met with parents at the school gates.
- Inspectors looked at the school's plans for improvement, leaders' self-evaluation, monitoring documents and reports from the trust.

### **Inspection team**

Jane Dennis, lead inspector

Her Majesty's Inspector

Craig Hayes

Ofsted Inspector

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