

# Inspection of St Uny CofE Academy

Polmennor Drive, Carbis Bay, St Ives, Cornwall TR26 2SQ

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Inspection dates: 5 and 6 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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	Good

## What is it like to attend this school?

The school's Christian values of respect, friendship and forgiveness underpin all aspects of its work. Relationships between staff and pupils are warm. As a result, pupils feel happy and safe in school. Parents agree. One typical comment summarised this as 'Staff are always very supportive, caring and approachable'.

Staff have high expectations of pupils, not only in what they learn but to become well-rounded citizens. Pupils speak enthusiastically about the range of opportunities they have. They enjoy, for example, creating charity stalls for the summer fayre and donating shoe boxes to children in Africa. Pupils are well behaved. They are calm in the playground and play well with one another. Pupils know what bullying is and are adamant that it is rare. They trust adults to resolve any issues that occur.

Pupils experience a wide variety of clubs such as art and surfing. The curriculum has trips included to help pupils learn. For example, pupils visited a local dairy farm to learn about milk production.

This is an inclusive school. Staff know their pupils well, including those with special educational needs and/or disabilities (SEND). Reward systems, such as the weekly 'Shining Stars' certificates, celebrate pupils' achievements.

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

Leaders have improved the curriculum since the school's previous inspection. They have identified the strengths and weaknesses accurately. The school has a broad and ambitious curriculum based on its Christian values. However, leaders are aware that some subjects are not as well developed as others.

Leaders have revised the curriculum to incorporate a focus on Cornwall. For example, pupils study the local artist and sculptor Dame Barbara Hepworth as part of the art curriculum. This helps pupils gain a strong understanding of their locality. Leaders sequence most learning carefully so that pupils revisit and build on what they know. Pupils display a secure knowledge of subject specific vocabulary.

Leaders have ensured that reading is at the heart of the curriculum from the moment pupils start school. There is a love of reading that permeates the school. Pupils talk with enthusiasm about the books they have read.

Leaders have put together a well-established phonics curriculum. Staff use this well. This ensures that all pupils, including those with SEND, receive teaching that is sharp and focused. Books are well matched to sounds. Pupils who fall behind are identified quickly. They receive effective help to catch up. This ensures they read with growing confidence and fluency.

In reading, teachers use what pupils already know to adapt their teaching skilfully. However, in other subjects, teachers do not check what pupils have learned well enough or adapt the curriculum to meet pupils' precise needs. Therefore, some pupils do not remember as much as they could. For example, pupils use mathematical operations, such as long division, but are sometimes limited by their poor recall of number facts.

Children get off to a strong start in the early years. Staff explain tasks clearly. They model expectations of the language that children should use. There is a specific focus on children gaining independence. They are articulate and confident. However, some subject knowledge does not build effectively from the early years into key stage 1. Consequently, pupils do not consistently build on their prior knowledge as well as they could.

Pupils appreciate differences. They enjoy learning about people who live different lives to them. Pupils talk knowledgeably about discrimination and know the importance of equality. Activities, such as forest school, help to develop pupils' character. Pupils take responsibility through roles such as the pupil leadership team and house captains. Leaders place a strong emphasis on spirituality through the school's 'windows,

mirrors and doors' approach. Pupils know about a variety of faiths. As a result, they are well prepared for life in modern Britain.

Leaders meet the needs of pupils with SEND. They ensure that pupils' needs are identified early. Staff adapt the curriculum for pupils where needed. The school works well with parents and carers to share pupils' learning through the curriculum.

The trust ensures that the school fulfils its statutory duties in relation to equalities and in safeguarding. The trust supports the school through rigorous monitoring. Trustees and hub councillors know the school well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive frequent training to identify those at risk of harm and can identify when pupils are at risk. Staff have confidence that leaders will act upon their concerns. They have a strong understanding of the local safeguarding issues which results in a 'it could happen here' attitude.

Recruitment processes are robust. Leaders make appropriate checks on staff suitability to work with children.

The school knows its vulnerable families well. It works with multi-agency partners to ensure that families receive the timely support and information they need.

Pupils know how to keep themselves safe through lessons and assemblies.

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

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

- Assessment is inconsistent across the curriculum. Teachers do not always adapt their teaching accordingly. As a result, pupils do not remember as much as they could of the intended curriculum. Leaders need to ensure that assessment is used effectively in all subjects to understand what pupils know and remember over time.
- Curriculum thinking is not based on a precise enough understanding of what pupils can know and do at the end of the early years. As a result, some pupils are not able to build on their prior knowledge as much as they could. Leaders need to ensure that the curriculum builds effectively from the early years and beyond.

## 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>	143099
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10227284
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Penny Shilston
<b>Headteacher</b>	Richard Hoskins
<b>Website</b>	<a href="http://www.stuny.org.uk">www.stuny.org.uk</a>
<b>Date of previous inspection</b>	7 June 2019, under section 8 of the Education Act 2005

## Information about this school

- St Uny Church of England Academy is a voluntary-aided school. The last section 48 inspection took place on 24 June 2015.
- The school is part of Aspire Academy Trust
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this 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 carried out deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with leaders and pupils about the curriculum in science and geography.

- Inspectors met with the designated and deputy safeguarding leads, checked the single central record of adults working in the school and looked at safeguarding records.
- The inspector spoke with staff and pupils informally throughout the inspection.
- Inspectors met with parents and carers at the start of the school day and took into account the responses to the online survey, Ofsted Parent View. They also considered responses to the staff survey.
- The lead inspector met with representatives from the trust and members of the hub council, responsible for local governance.
- Inspectors held meetings with the head of school, the special educational needs coordinator, teaching staff and support staff.
- Inspectors looked at the school's plans for improvement, leaders' self-evaluation, monitoring documents and reports from the trust.

### **Inspection team**

Jason Edge, lead inspector	Her Majesty's Inspector
Donna Briggs	Her Majesty's Inspector
Jane Dennis	Her Majesty's Inspector

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