

Inspection of Boyton Community Primary School

Boyton, Launceston, Cornwall PL15 9RJ

Inspection dates:	17 and 18 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

The head of school is Katherine Davies. This school is part of the An Daras multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer (CEO), Jo Callow, and overseen by a board of trustees, chaired by Stephen Taverner. There is also an executive headteacher, Jon Philpotts, who is responsible for this school and two others.

What is it like to attend this school?

Pupils come to school happy and eager to learn. They are determined to build their 'learning powers', such as being a 'resilient rhino' or a 'resourceful robin'. The school regularly celebrates pupils' achievements, known as 'brilliance at Boyton'.

Pupils conduct themselves well in lessons and around the school. They follow routines willingly and cooperate enthusiastically. Older pupils enjoy taking on responsibilities, such as organising an obstacle course for younger children at breaktime. Pupils of all ages enjoy playing sport and learning musical instruments together. These opportunities develop their teamworking skills and confidence to perform as a group.

The school has high expectations of pupils' achievements. Pupils live up to these. They appreciate opportunities that extend their learning beyond the classroom. For example, they take part in an annual architecture competition where they apply their knowledge of design.

Pupils benefit from a range of extracurricular opportunities. They readily participate in mountain biking and film clubs, for instance. The school plans carefully a wide range of experiences beyond the classroom. For example, pupils take part in a beach visit, camp out overnight and enjoy a trip to London. These opportunities make a strong contribution to pupils' wider development.

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

The school has designed a broad and ambitious curriculum. It has ordered logically what pupils learn and when. For example, younger pupils learn about animals that live near the sea. This prepares them to investigate how animals have adapted to their environment when they learn science later.

In most subjects, pupils develop their knowledge and understanding well over time. For example, in geography, pupils learn about the Earth's structure in increasing detail. Teachers have the subject knowledge they need to implement the curriculum. Sometimes, however, teaching does not develop pupils' verbal language as well as it could.

Staff typically check what pupils have learned. This often means that they can correct promptly any misconceptions in pupils' thinking. On occasion, the work that pupils do is not adapted precisely to their starting points. This means that pupils sometimes do not deepen their understanding enough.

Children start learning to read as soon as they join the Reception Year. Staff build pupils' interest in words and stories by reading to them engagingly. Pupils read books that are matched well to the sounds that they are learning. This ensures that they build their reading accuracy and fluency. Any pupil who needs extra help receives appropriate support.

The school has strengthened how it identifies and assesses the needs of pupils with special educational needs and/or disabilities (SEND). Staff know pupils' individual needs well and teaching usually makes appropriate adaptations to the curriculum. As a result, pupils with SEND typically build their skills and independence successfully.

Pupils are punctual and attend school regularly. The school works closely with parents and carers to ensure that pupils miss as little school as possible.

The school's personal development programme prepares pupils well for their future lives. Pupils learn about difference and diversity and gain knowledge of different religions. This ensures that they understand the importance of tolerance and respect. The school helps pupils to explore important issues, such as sustainability and democracy. Consequently, pupils learn about the choices that they can make to contribute positively to society.

Pupils benefit from effective personal, social and health education. The school helps them learn how to care for their own well-being, and that of others. For example, pupils learn to recognise their own emotions and how to administer basic first aid. Pupils learn how to keep safe both offline and online. They gain an age-appropriate understanding of healthy relationships.

Leaders have an accurate understanding of the school's strengths and areas for further development. Trustees and governors fulfil their roles effectively by ensuring that statutory duties are fulfilled and leaders are held to account for improvements. Leaders ensure that staff receive the professional development that they need, while being mindful of their workload.

Safeguarding

The arrangements for safeguarding are effective.

[If the school has judgements that are not outstanding] What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teaching does not provide sufficient opportunities for pupils to build their verbal language. As a result, pupils do not gain some knowledge as well as they could. The school should ensure that teaching consistently develops pupils' language.
- Staff do not consistently provide pupils with tasks that build on what they have already learned. Consequently, pupils sometimes do not acquire sufficient depth in their understanding. The school should ensure that teaching builds precisely from pupils' starting points.

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	140576
Local authority	Cornwall
Inspection number	10378942
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	33
Appropriate authority	Board of trustees
Chair of trust	Stephen Taverner
Interim CEO of the trust	Jo Callow
Headteacher	Katherine Davies
Website	www.boyton.cornwall.sch.uk
Dates of previous inspection	6 and 7 December 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of the An Daras multi-academy trust. It joined the trust in April 2024.
- The school has a nursery that accepts children from the age of 2 years. There were no children attending the nursery during the inspection.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils’ work. An inspector listened to a sample of pupils reading to a familiar adult.
- Inspectors held discussions with school and trust leaders. Inspectors analysed school documentation, including leaders’ evaluations and plans for improvement. Inspectors scrutinised a range of policies and procedures, including those that relate to the curriculum, SEND and safeguarding. An inspector also held discussions with representatives of the board of trustees.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered responses to Ofsted Parent View and parents’ free-text comments. An inspector met with some parents at the beginning of the school day.
- Inspectors spoke with staff to gather their views about the school and evaluated their responses to Ofsted’s staff survey.

Inspection team

James Oldham, lead inspector

His Majesty’s Inspector

Cameron Lancaster

Ofsted Inspector

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