

Inspection of Sky Primary and Eden Project Nursery

Cherry Zone, Eden Project, Carne Cross, St Blazey, Par, Cornwall PL24 2SX

Inspection dates:	24 and 25 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Emma Vyvyan. This school is part of Kernow Learning Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Clare Crowle, and overseen by a board of trustees, chaired by David Parker.

What is it like to attend this school?

Pupils and staff at Sky Primary and Eden Project Nursery are proud to be members of this school community. The school has rightly prioritised a sense of belonging since it first opened in September 2022. Pupils are happy and safe. They take pride in sharing the many aspects of the school they value highly, including their learning beyond the classroom.

The school has high expectations of what pupils can achieve. Pupils live up to these expectations and learn the curriculum well. They show positive attitudes to their learning and want to be successful. This is supported through the school's values and 'ways of being'. Pupils know these well. This starts in the early years, where children thrive.

The school's offer to support pupils' wider development is exceptional. Pupils benefit from a wide range of experiences that enhance all aspects of school life. These have been carefully mapped out to weave through the school's focus on nature and sustainability. These opportunities bring learning to life, including through the school's unique partnership with the Eden Project. For example, to support pupils' learning in geography about Tanzania, pupils visit the rainforest biome to learn about differing climates and landscapes.

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

Leaders at all levels, including the trust and those responsible for governance, are determined for pupils to be successful. Under the careful guidance of the headteacher, a shared culture and ethos has been developed and established to build the new school community exceptionally well.

The school has a broad and highly ambitious curriculum. Across subjects, it has identified the important knowledge and vocabulary pupils need to learn. This starts in the early years and is sequenced progressively up until Year 6, in preparation for the school growing over time. Staff benefit from and appreciate training to develop their expertise. They are clear what to teach and when. This helps pupils to learn the curriculum successfully.

The curriculum is centred around reading. Across subjects, pupils encounter a wide range of challenging and interesting texts. This promotes successfully a real love of reading in addition to broadening pupils' understanding of the wider world. The school prioritises helping pupils to learn to read. Staff gain from training to ensure that the phonics scheme is taught expertly. The school identifies and supports swiftly any pupils who are falling behind. As a result of the school's work, pupils become confident and fluent readers quickly. This ensures they can learn the wider curriculum with ease.

Inclusion is a strength of the school. Pupils with special educational needs and/or disabilities (SEND) are identified early and with precision. This ensures that these pupils get the support they need to learn the curriculum successfully.

The development of language and oracy begins in the early years. Children are supported well to communicate effectively and to share their learning with accuracy. For example, children in the nursery describe the names and properties of 2D and 3D shapes with confidence. This continues further up the school and across subjects, where pupils are well supported to use technical vocabulary. As a result, pupils are confident speakers and take pleasure in sharing what they know and remember.

Across subjects, the school has identified specific points to check how well pupils are learning the curriculum. Staff use these checks to identify and support gaps in knowledge. Adjustments are made to future learning to help pupils to learn the curriculum successfully. On some occasions, these checks do not identify with enough precision where some pupils make errors in their writing, particularly in their handwriting and punctuation. As a result, these pupils write with less accuracy across subjects.

Pupils benefit from warm relationships with staff to help them to feel well looked after. The school has clear routines to help pupils to learn effectively. For example, in lessons, pupils move successfully from the carpet to their tables to begin their work promptly. The school works closely with families to help maintain high attendance rates.

The school's highly ambitious personal development curriculum is at the heart of its work. Pupils cherish the outdoor 'meadow' to learn beyond the classroom. The school's strong partnerships with external providers, through visits and visitors, means the development of pupils' character is impressive. Pupils demonstrate a mature understanding about the world around them and the difference they can make. For example, Year 1 pupils showed initiative when meeting a member of parliament to discuss the local area and the impact on the environment. The school's wider offer is exemplary and worthy of sharing with others.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils make errors with handwriting and punctuation that go unaddressed. As a result, these pupils do not develop accuracy in their writing in line with the school's intended curriculum. The trust should support staff in identifying and addressing gaps as they occur, so that pupils can write accurately and confidently across 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' 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	149135
Local authority	Cornwall
Inspection number	10378987
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	Board of trustees
Chair of trust	David Parker
CEO of the trust	Clare Crowle
Headteacher	Emma Vyvyan
Website	www.sky.kernowlearning.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Sky Primary and Eden Project Nursery is part of Kernow Learning Multi Academy Trust.
- The school opened as a free school in September 2022. It has an official partnership with the Eden Project.
- The school is currently on a temporary site.
- Currently, there are pupils in Nursery, Reception, Year 1 and Year 2.
- The school provides a before- and after-school club.
- The school does not currently use any alternative provision.

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 first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with school leaders, staff, parents, those responsible for governance, including the vice chair of the trust board and trust executive leaders, including the CEO.
- The inspectors carried out deep dives in these subjects: Early reading, mathematics and geography. For each deep dive, the inspectors discussed the curriculum 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 also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the 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.
- The lead inspector listened to pupils read to a familiar adult.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school.
- The inspectors considered responses to Ofsted's online survey for parents, Ofsted Parent View. Inspectors also considered responses to Ofsted's online survey for staff and spoke to some parents at the start of the second day.

Inspection team

Esther Best, lead inspector

His Majesty's Inspector

Richard Light

Ofsted Inspector

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