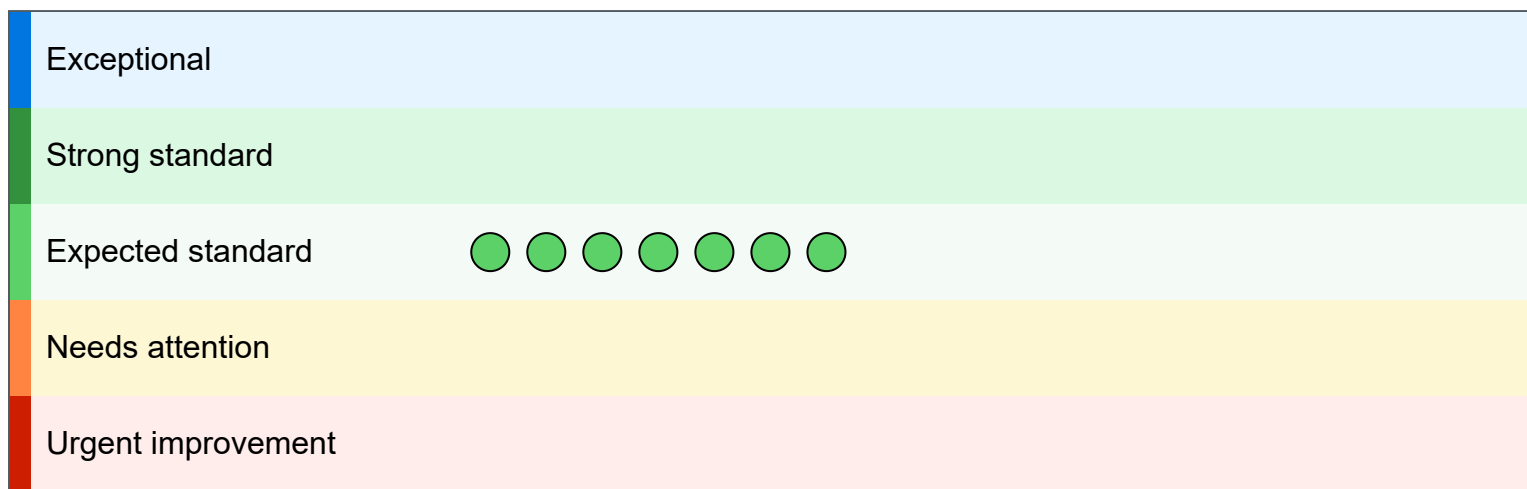


Garras Community Primary School

Address: St Keverne Road, Mawgan, Helston, Cornwall, TR12 6AY

Unique reference number (URN): 143975

Inspection report: 3 March 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Leaders prioritise ensuring pupils develop secure reading skills. Overall, pupils make steady progress and learn to read fluently. Most pupils reach the expected standard in the Year 1 phonics screening check. This enables them to access the full curriculum confidently. Pupils' spelling and handwriting are largely secure, although leaders are keen to raise expectations further so that pupils achieve even more highly.

At the end of key stage 2, most pupils, including disadvantaged pupils, achieve well in national tests. The school's published outcomes are broadly in line with national figures. The small cohort sizes allow teachers to identify and address gaps in pupils' knowledge quickly.

Most pupils produce high-quality work and take pride in their learning. Across the wider curriculum, pupils generally remember key learning and progress well. For example, in personal, social, emotional and health education, pupils recall how to stay safe, recognise dangers and respond appropriately in an emergency. Pupils are well prepared for their next steps.

Attendance and behaviour

Expected standard 

Attendance rates are consistently above the national average. Leaders track attendance methodically and understand the barriers individual pupils face. They make reasonable adjustments to support families, and this work is having a clear, positive impact. Leaders take thoughtful steps to reduce contextual barriers, for example aligning term dates with the local secondary school. They schedule closure days during major community events, so pupils can participate without missing learning.

Overall, behaviour in classrooms and shared spaces is positive. Leaders recognise it could be even better, with more consistently high levels of self-discipline. Some pupils show low-level disengagement or restlessness as lessons progress. When behaviour falls below expectations, staff intervene quickly and effectively, acting in pupils' best interests. Pupils are polite and orderly at transition times and when interacting with staff. Behaviour during social times is positive. Pupils play happily together across age groups. Clear systems and trust-wide approaches support consistency and have a positive impact on individual pupils. While some pupils experience challenges, leaders know them well, put appropriate adaptations in place and work closely with parents and carers to maintain a joined-up approach between school and home.

Curriculum and teaching

Expected standard 

The curriculum is well designed. It is clearly structured and builds securely on pupils' prior learning. In mathematics and writing, the curriculum is particularly effective. It is precisely sequenced and broken down into manageable, logical steps. Pupils have many opportunities to write, and for a variety of audiences.

Teaching in English and mathematics is generally high quality. Spelling, handwriting and number facts are, typically, taught securely. Leaders acknowledge that there is room for further strengthening as, occasionally, inconsistent teaching and expectations lead to uneven progress. Teachers use their checks on pupils' learning to shape their teaching and provide targeted support, ensuring that any gaps in pupils' knowledge are identified and addressed quickly. On the whole, staff use adaptations well to ensure that pupils, including those with special educational needs and/or disabilities, remain engaged and supported throughout lessons.

Reading is a high priority. Younger pupils receive daily phonics teaching and targeted support to keep up if needed. Older pupils study a wide range of high-quality texts that provide rich opportunities for vocabulary development and comprehension practice.

Leaders track implementation of the curriculum closely so that they can make adjustments if needed. In the wider curriculum, teachers' confidence varies between subjects. Leaders recognise the need to develop staff expertise, so every subject is taught to the same high standard.

Early years

Expected standard 

Children in the early years learn in a nurturing, happy environment. Leaders ensure children make a smooth transition into the Reception Year. Leaders identify any additional needs early. They ensure these are understood before children start school. Staff use a range of early assessment tools to enable children to learn progressively from their individual starting points. Children with special educational needs and/or disabilities are fully included, with barriers removed through carefully planned adjustments.

Staff benefit from shared expertise, trust-wide collaboration and ongoing professional development, for example in playing alongside children and extending their ideas. This helps children get off to a strong start.

Reading is prioritised from day one. Staff deliver a structured phonics programme. They identify gaps quickly and address them through daily 'keep-up' sessions. In mathematics, children secure their early understanding of number. The curriculum emphasises vocabulary development across all areas of learning. Weekly 'Welly Wednesday' sessions give children rich outdoor learning experiences that develop personal, social, emotional, communication and motor skills. Leaders recognise that increasing the level of challenge and progression would strengthen provision further.

Parents and carers receive regular communication about their children's progress. Events such as reading workshops and book-look sessions help them support their children at home.

Inclusion

Expected standard 

Leaders have built a culture of inclusion through high-quality teaching, thoughtful adjustments and well-planned staff support. Leaders know pupils well. They have developed a system of adaptations to teaching and learning that are used throughout the school, so

any pupil can use strategies that help them learn. Staff track pupils' progress carefully and adjust the support offered so that most barriers to learning are reduced.

Leaders use a consistent approach to identifying additional needs. Staff assess pupils, plan their provision and review it regularly. For example, this begins with speech and language screening for every child in the early years. When they identify needs, staff use effective approaches and resources to address them. Leaders are aware that more careful tracking of these could lead to pupils being better supported across all areas of the curriculum.

Staff receive regular training linked to the needs of the pupils they support. Leaders ensure that staff expertise continues to grow. They draw on advice from external professionals to refine practice.

Leaders use research-informed approaches to guide their decisions, for example when planning how to use additional funding for disadvantaged pupils. Leaders ensure the support provided is tailored to pupils' needs and the school's context. For example, they use interactive resources to help broaden pupils' cultural awareness beyond the local area.

Leadership and governance

Expected standard 

Leaders have grown the school into a thriving, popular setting with stable pupil numbers. The school's small size creates a close-knit community where pupils are known well as individuals. However, it also means staff take on multiple roles. They do this with flexibility, resourcefulness and professionalism. Leaders are mindful of staff's wellbeing and workload when making decisions. As a result, staff are happy; they feel supported and are positive about working at the school.

Collaboration with the trust bolsters leaders' effectiveness. Trust leaders provide appropriate challenge and support. They help leaders address their priorities promptly and offer valuable guidance in training, workload and resource planning. The partnership between trust and school leaders is crucial in tackling key areas of school improvement.

Leaders have a clear and accurate understanding of the school's context, including its strengths and areas for further development. Their decisions are firmly rooted in pupils' best interests. Professional development is a priority. Staff deployment and training are planned carefully to promote the best outcomes for pupils.

Governance is effective. Local governors and trustees fulfil their duties effectively, such as checking that the school's safeguarding systems are robust. They have a secure understanding of the school. Their well-informed oversight holds leaders to account while supporting further development.

Personal development and wellbeing

Expected standard 

Leaders have designed a comprehensive and well-planned personal development and wellbeing programme. It incorporates all aspects of personal, social and health education, as well as relationships and health education. Pupils speak confidently about what makes a good friend, what healthy relationships look like and how to stay mentally healthy and safe

online. They show a secure understanding of emotions and empathy, and develop an age-appropriate understanding of consent.

Pupils demonstrate clear awareness of diversity, tolerance and why discrimination is harmful in society. Leaders recognise, however, that pupils' understanding of the fundamental British values, such as democracy and the rule of law, needs strengthening. Leaders ensure pupils learn how to stay safe in their local environment through visits from the RNLI and lifeguards. Pupils learn how to swim and how to keep themselves safe in open water, including how to respond to risks such as cold water shock.

There are extensive opportunities that develop pupils' character and resilience. They learn how to light fires, manage risks safely and work collaboratively when learning outdoors. Residential trips, such as to the Isles of Scilly, build their independence. Pupils enjoy singing at a local residential home, visiting the theatre and other local attractions. They recognise how these opportunities broaden their understanding of life within and beyond Cornwall. Leaders use resources well, including through effective collaboration with other small schools, to ensure these opportunities are viable and accessible for all pupils.

Pupils speak enthusiastically about the wider offer. They describe activities such as the reading café in the community hall, where older pupils run a book stall and serve customers. Leaders use themed events effectively, such as World Book Day, and clubs such as football and sailing, to build pupils' confidence, strengthen their sense of belonging and prepare them well for their future lives.

What it's like to be a pupil at this school

Pupils have a sense of belonging to a school that has been a valued part of its community for 150 years. The school's small size means that staff know each pupil very well. Leaders ensure the mixed-age class structure works effectively. Transition arrangements are thoughtful, giving pupils opportunities to build friendships with peers from other local schools before they move on to secondary education.

A warm, welcoming atmosphere permeates the school. Leaders provide timely support for pupils who need it, so that all are fully included in school life. Staff enable pupils to feel safe, understood and well cared for. Pupils benefit from attending trust events and developing friendships with pupils across the trust's other schools.

Pupils attend well, and leaders address any barriers to attendance promptly and effectively. Pupils enjoy learning in focused environments. They achieve well, overall. Every pupil is recognised and valued for their unique attributes. Classrooms are purposeful and calm. Despite the challenges that come with being a small school, leaders ensure pupils receive a broad, balanced curriculum. They offer a wide range of experiences that reflect pupils' interests, the local context and the wider world. For example, pupils visit an artificial intelligence-powered dairy farm and the local naval base. They take part in residential trips to Bristol to experience city life.

There are strong community links. Pupils serve local residents at the community café. They are supported to participate in significant local events, such as Helston Flora Day and the

Royal Cornwall Show. Pupils represent the school in a variety of sporting events, including a gymnastics festival.

Bullying is rare and not tolerated. Leaders take any concerns seriously and investigate them thoroughly, working closely with parents and carers to resolve any friendship issues. The school provides a warm, inclusive environment where every pupil is well prepared for their next steps.

Next steps

- Leaders should continue to develop staff expertise to ensure teachers have the knowledge and skills necessary to teach all areas of the curriculum with the same level of skill and confidence.
 - Leaders should ensure staff expectations of pupils' behaviour and what they can achieve are consistently high, so that pupils develop high levels of resilience and self-discipline, and achieve as well as possible across the curriculum.
-

About this inspection

This school is part of The Crofty 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), Simon Hague, and overseen by a board of trustees, chaired by Mike Hosking.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, the special educational needs and disabilities coordinator, the director of education, the CEO and groups of staff during the inspection. The lead inspector met with members of the governing board, including the chair.

The inspectors confirmed the following information about the school:

There have been no relevant changes since the previous inspection.

Headteacher: James Sturges

Lead inspector:


Sophie Hillson, His Majesty's Inspector

Team inspector:

Sarah Jane Tustain, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 March 2026

School and pupil context**Total pupils**

66

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

63

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

7.58%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

7.58%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.09%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	61%	Close to average
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	33%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	74%	Above
2024/25 (revised)	75%	75%	Close to average
2023/24 (final)	88%	74%	Above
2022/23 (final)	89%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Below
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	63%	72%	Below
2022/23 (final)	56%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	73%	Close to average
2024/25 (revised)	92%	74%	Above
2023/24 (final)	63%	73%	Below
2022/23 (final)	44%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25		47%	

Year	This school	National average	Compared with national average
2023/24		46%	
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25		63%	
2023/24		62%	
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25		59%	
2023/24		58%	
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25		61%	
2023/24		59%	
2022/23 (final)	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25		69%	
2023/24		67%	
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24		80%	
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25		78%	
2023/24		78%	
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24		79%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.1%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below
2022/23 (3 term)	3.5%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.8%	13.3%	Below
2023/24 (3 term)	1.8%	14.6%	Below
2022/23 (3 term)	1.9%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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