



# Grampound-With-Creed CofE Primary School

Address: Fore Street, Grampound, Truro, TR2 4SB

Unique reference number (URN): 149532

## Inspection report: 28 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

### **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.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Leaders' persistent efforts have established the school at 'the heart of the community'. Work with parents to improve attendance for some individual families is resulting in marked improvements. Therefore, overall attendance for pupils is consistently above the national average. Working with external partners, providing access to breakfast and after-school clubs and leaders' intention to 'make school the very best place to be' is helping to improve attendance further. The attendance of disadvantaged pupils and pupils with special educational needs and/or disabilities is also above national rates. Persistent absence has reduced significantly and is now below the national average.

The school has a calm, respectful and positive environment. Pupils care for each other. When younger pupils arrive at school, older pupils make way for them, play with them outside or simply sit together in the quieter areas. Clear, well-understood routines, positive behaviour and enthusiastic learning are consistent features across the school. Pupils are very positive about their experiences. They work hard, persevere and show pride in their work and achievements. Those who face particular barriers overcome these successfully because of the school's supportive environment. Bullying and discriminatory behaviours are rare. Leaders' swift actions prevent issues escalating. Staff and parents confirm that leaders support behaviour effectively. Parents are rightly very confident in school leaders' actions.

### Curriculum and teaching

Strong standard ●

Leaders' focus on improving the curriculum and teaching ensures pupils learn well-planned and sequenced content. Teaching is consistently highly effective. Pupils' achievement lags behind the quality of the curriculum and teaching. However, leaders' current work is improving this quickly.

The rich curriculum places a strong focus on vocabulary. Pupils enjoy the content and readily gain new knowledge. They learn about local history and explore diversity through studying significant people. Pupils benefit from time to revisit important knowledge from the past, ensuring they build new knowledge on what they already know. Pupils with special educational needs and/or disabilities benefit greatly from the careful adaptations teachers make for them.

Classrooms are interesting, focused places of learning. Clear routines help pupils know what to expect. In key stage 1, teachers help pupils learn new vocabulary, practise speaking and develop early writing skills. High-quality training strengthens teachers' practice, especially in phonics. Teachers draw upon their training to provide expert guidance for pupils who are learning to read.

Teachers use checks on pupils' learning to inform their teaching and make changes when necessary. Activities are planned carefully to meet pupils' learning needs. In mathematics, for example, teachers explain new content clearly and model tasks in ways that help pupils understand them.

## Early years

Strong standard 

Children make a highly successful start in early years. Leaders ensure that children lay the foundations for lifelong learning in a nurturing, stimulating environment. Children learn key communication, personal, social and emotional skills. Staff design activities that encourage language exploration when sharing stories both indoors and outdoors. Children learn about early scientific concepts of growing and changing. Staff carefully introduce these when teaching children about the seasons. Children are guided to become evermore independent. Staff use structured activities such as painting shapes and colouring within defined lines to help children manipulate tools and equipment with growing success. Children develop their observational drawing skills well when learning where insects live.

Staff prioritise language development. The reading area provides a safe and inviting place to share stories, early writing and poems. Early language and vocabulary development underpins all areas of learning and the wider personal development of children. Staff form highly effective partnerships with parents and carers. This helps staff and parents build a clear picture of how well children are learning.

Children behave well and follow routines. They choose resources sensibly, work with others and stay focused on their tasks. Those who start school with lower language levels receive the right support to help them to catch up with their classmates. Children leave Reception very well prepared for Year 1, reflecting the strong progress they have made.

## Inclusion

Strong standard 

Grampound-With-Creed is a highly inclusive school. Leaders' determined efforts and coordinated approaches support pupils to meet their needs. Leaders' actions successfully help pupils to overcome their personal and academic challenges. Staff work very closely with external professionals, and parents and carers to ensure that all pupils play a full part in the life of the school. This work supports pupils who join the school part way through their primary education.

Staff swiftly identify the needs of all pupils. This is especially the case for pupils with special educational needs and/or disabilities or pupils with other barriers to their learning or wellbeing. Staff use their expertise to put in place highly effective strategies. These successfully reduce barriers to learning. Leaders continually adapt the curriculum and teaching approaches. As a result, pupils acquire the knowledge, skills and understanding they need to achieve academically and personally. Communication and language development underpins the school's practice. External specialists support staff to develop effective programmes and promote highly inclusive practices.

Leaders' effective use of the pupil premium funding ensures disadvantaged pupils can easily access the before- and after-school clubs and receive additional academic support. Consequently, most achieve the standards they are capable of by the end of key stage 2 and thrive in an inclusive environment.

## Leadership and governance

Strong standard 

Leaders have made many improvements to the school that have strengthened expectations, built staff expertise and improved links with the local community. Leaders' thorough evaluations, determination and building constructive relationships typify their approach. Leaders skilfully steer and embed improvements across the school. Their actions translate into meaningful gains in teaching, the curriculum, early years and safeguarding. However, leaders are not complacent. They actively seek further opportunities to share practice across the trust.

Inclusion is at the core of leadership practice. Leaders make all families, groups or individuals feel welcomed and cared for. Leaders' ethos, 'be the light', fosters a culture centred on compassion, acceptance and kindness. Any new pupils are well supported and settle quickly and seamlessly into the school's routines and habits.

Staff and parents are universally positive about their experiences. Staff share leaders' thirst for further success. Developing staff professionally and personally is a key motive to leaders' actions. Valuable opportunities for training, subject networking and collaboration support staff's career ambitions and ensure teaching is consistent and effective.

The trust provide detailed and timely support. Trust leaders use their expertise to identify precise points for improvement. They use external and internal checks on developments carefully to inform decisions. Governors contribute to this work effectively. They bring high levels of knowledge at local and trust level, enabling informed support and challenge. They visit the school, talk to pupils and receive detailed information, for example on attendance or achievement. Constructive challenge is an embedded part of the school's culture and leaders' approach.

## Personal development and wellbeing

Strong standard 

Pupils learn a well-planned and ambitious programme of personal development. This combines taught lessons with a wide range of other rich opportunities. The well-structured curriculum ensures pupils gain the knowledge, skills and attitudes they need for success later in life. Pupils develop character, confidence and resilience, preparing them well for future learning. The school's 'I really do matter' motto develops pupils' secure understanding of, for example, respect, tolerance and appreciation for different beliefs and cultures. Pupils feel valued and respected, and they talk confidently about differences. Pupils think carefully about moral and ethical issues and understand how their actions affect others. Trips to London provide pupils with exposure to the rich, diverse cultural community represented in the capital city. This gives pupils a contrasting experience to their rural Cornish home.

The school's approach helps pupils become responsible, respectful and active citizens. Pupils discover talents and broaden their interests through experiences such as puppetry workshops, Remembrance Day services, athletics competitions and the local Grampound Carnival. 'Well-being Wednesday's' provide pupils with a model for supportive positive mental health approaches. Pupils learn to manage their emotions, handle conflicts and build positive relationships.

The relationships and health education curriculum is taught well. Pupils learn about personal boundaries, respect and staying safe. They understand the importance of a healthy lifestyle, including being active, eating well and seeking help when worried. Lessons also teach pupils about offline and online risks, such as harmful content, crime and unsafe technology use. Pupils know how to keep themselves safe and where to get support.

Pastoral care is highly effective. Staff know pupils well and respond quickly when concerns arise. Partnerships with families and external agencies strengthen the help available. Leaders track participation to make sure all groups access high-quality personal development opportunities, helping them thrive and prepare well for life beyond school.

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## Expected standard

### Achievement

### Expected standard

Pupils typically achieve standards by the end of Year 6 that are close to the national average for reading, writing and mathematics. However, standards continue to rise across the school. For example, younger children gain the knowledge and skills in reading and writing that they need to stand them in good stead for their next steps in education. Similarly, as pupils progress through the curriculum they develop a fluent and accurate use of number which they apply to solve problems and challenges. Disadvantaged pupils and those with special educational needs and/or disabilities typically achieve equally as well as their peers. Published data does not reflect the high quality of pupils' work and the secure knowledge and skills they are currently developing.

Pupils generally understand how to make links in their learning effectively. For example, they apply their knowledge of conservation and climate change when learning about The Great Barrier Reef. They understand how the reef protects the Australian coastline from erosion. They link their design and technology knowledge of building construction during outdoor learning when erecting tents or creating dens.

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

Grampound-With-Creed is a safe, welcoming and highly inclusive community school where staff know pupils extremely well. Staff respond very quickly to pupils' personal circumstances and support their academic needs. Consequently, pupils feel looked after and secure. They enjoy coming to school and develop a lasting sense of belonging. They make a difference to their community, such as performing at St Nun's and St Crida churches or working with the local village store to organise community events. Pupils show care, kindness and patience towards each other and staff, showing respect to all. Playtimes and lunchtimes are well managed, where pupils play and talk happily together. Bullying is rare but dealt with quickly if it ever happens.

Pupils learn enthusiastically and attend regularly. If any are at risk of lower attendance, imaginative approaches provide successful solutions. Leaders work positively with parents

and carers to help their children attend better.

Children in the early years, as well as pupils who join the school in later years, make a great start. This is because staff have a deep understanding of the challenges affecting pupils' learning and wellbeing. Staff swiftly identify barriers and take immediate action to reduce them. In particular, the school's work to overcome language, vocabulary or handwriting barriers for older pupils who join is impressive. The school engages with parents and carers from the outset, establishing trust and a shared understanding so that pupils receive the correct help and support they need to succeed.

The curriculum is ambitious. Pupils learn consistently well. Their knowledge and understanding deepen over time. The school's expert provision in reading, writing and mathematics ensures that pupils typically reach the standards expected of them by the time they leave. Their achievement continues to improve. By the end of Year 6, pupils are well prepared for their next stage of education.

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## Next steps

- Leaders should continue to improve pupils' achievement so all pupils consistently reach the standards they are capable of by the end of Year 6.

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## About this inspection

This school is part of The Rainbow 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, Sam Jones, and overseen by a board of directors, chaired by Dr Pat McGovern.

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.

Inspectors spoke with the headteacher, senior leaders, the special educational needs and disabilities coordinator and a group of staff to consider their views. The lead inspector held a discussion with the chief executive officer and director of education from the trust and members of the trust board and local hub board.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Rebecca Jane

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**Lead inspector:**

Richard Light, His Majesty's Inspector

**Team inspector:**

Mark Burgess, 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 28 April 2026

**School and pupil context****Total pupils**

**41**

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**

**84**

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)**

**10.81%**

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**

**2.44%**

Close to 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**

**9.76%**

Below average

### **What does this mean?**

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

National average: 15%

### **Location deprivation**

**Close to 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
<b>Latest 3 year average</b>		61%	
<b>2024/25 (final)</b>	43%	62%	Below
<b>2023/24 (final)</b>	36%	61%	Below
<b>2022/23</b>		60%	

### 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
<b>Latest 3 year average</b>		74%	
<b>2024/25 (final)</b>	86%	75%	Above
<b>2023/24 (final)</b>	64%	74%	Below
<b>2022/23</b>		73%	

### Pupils reaching the expected standard in teacher-assessed writing

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		72%	
<b>2024/25 (final)</b>	71%	72%	Close to average
<b>2023/24 (final)</b>	50%	72%	Below
<b>2022/23</b>		71%	

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		73%	
<b>2024/25 (final)</b>	57%	74%	Below
<b>2023/24 (final)</b>	36%	73%	Below
<b>2022/23</b>		73%	

### **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.

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	17%	46%	Below
<b>2022/23</b>		44%	

### **Disadvantaged pupils reaching the expected standard in reading**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		62%	
<b>2024/25</b>		63%	
<b>2023/24 (final)</b>	50%	62%	Below
<b>2022/23</b>		60%	

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		59%	
<b>2024/25</b>		59%	
<b>2023/24 (final)</b>	50%	58%	Close to average
<b>2022/23</b>		58%	

### **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
<b>Latest 3 year average</b>		60%	
<b>2024/25</b>		61%	
<b>2023/24 (final)</b>	17%	59%	Below
<b>2022/23</b>		59%	

## 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
<b>Latest 3 year average</b>		68%	
<b>2024/25</b>		69%	
<b>2023/24 (final)</b>	17%	67%	-51 pp
<b>2022/23</b>		66%	

## Disadvantaged pupils reaching the expected standard in reading

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

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		80%	
<b>2024/25</b>		81%	
<b>2023/24 (final)</b>	50%	80%	-30 pp
<b>2022/23</b>		78%	

### **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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		78%	
<b>2024/25</b>		78%	
<b>2023/24 (final)</b>	50%	78%	-28 pp
<b>2022/23</b>		77%	

### **Disadvantaged pupils reaching the expected standard in mathematics**

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

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		80%	
<b>2024/25</b>		81%	
<b>2023/24 (final)</b>	17%	79%	-63 pp

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

## 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 (3 term)	4.3%	5.2%	Below
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	6.0%	5.9%	Close to average

### 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 (3 term)	10.0%	13.0%	Close to average
2023/24 (3 term)	10.9%	14.6%	Below
2022/23 (3 term)	22.0%	16.2%	Above

## 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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