

Landewednack Community Primary School

Address: Beacon Terrace, The Lizard, Helston, Cornwall, TR12 7PB

Unique reference number (URN): 149633

Inspection report: 10 March 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 ●

Achievement

Strong standard ●

Pupils, across the school, achieve highly. This includes pupils with special educational needs and/or disabilities and disadvantaged pupils. Pupils' achievement clearly demonstrates the impact of the school's inclusive culture and leaders' high expectations for all. The school's published outcomes are typically above the national average. This is despite high numbers of pupils joining the school at different points in their educational journey.

Across the wider curriculum, pupils from the early years through to Year 6, secure increasingly detailed knowledge. Pupils make links across subjects and enthuse about the depth of knowledge they have, such as in history and art and design. They recall this knowledge well with impressive depth. Along with learning important foundational skills in English and mathematics, this supports them well for the next stage in their education.

Early years

Strong standard ●

The early years curriculum is highly effective in meeting the diverse needs and fluctuating numbers of children, from the 2-year-olds in Little Lizards through to the 5-year-olds in Puffin Class. As a result, children get off to the best possible start to their education. They flourish in the highly engaging and thoughtfully designed learning environment.

Leaders' knowledge of the early years supports staff to be experts in their roles. Consequently, children benefit from stimulating activities, positive relationships and purposeful, high-quality interactions. Routines and expectations are firmly embedded, enabling children to feel confident and build independence. Staff build successful relationships with parents and carers. Staff share useful details that will support children's learning and development. This helps children to settle quickly.

Leaders use accurate and detailed knowledge of children's learning to inform the curriculum design. Children develop their skills and knowledge across the 7 areas of learning and development. Staff model language and dialogue effectively. They provide rich opportunities to extend language, including subject-specific vocabulary, such as mathematical terms. Early reading is taught consistently well, and children develop secure phonics knowledge rapidly.

Leaders' decisions to mix the early years groups at different points in the school day, enhancing formal and informal learning, support smooth transitions for all children. Children are very well prepared for the next stage of their education.

Inclusion

Strong standard ●

Leaders' commitment to a highly inclusive culture is clear. It is woven into staff practice successfully. Pupils' needs or barriers are assessed precisely, accurately and at the earliest opportunity. This is in the context of rapidly increasing levels of need and more bespoke support required by pupils across the school. Support is provided by highly skilled staff as

well as insightful, well-considered use of space and resources. Pupils with special educational needs and/or disabilities (SEND) or who present with other barriers to learning benefit from an appropriate individualised provision. This enhances their learning and development. It means pupils, no matter what, can meet the school's high aspirations for them.

Leaders have established effective relationships with other professionals. This ensures that, if specialist support is needed, this is provided. Additional funding is used wisely as part of the school's inclusive offer. Leaders use information on pupils' academic outcomes, as well as their participation in the school's wider offer, to assure themselves that pupils with SEND, or who are disadvantaged, consistently benefit from a rich and ambitious education.

Leaders maintain rigorous oversight of the school's provision for pupils who require additional support. They ensure that staff have the necessary expertise to overcome any barriers to learning that pupils face. Leaders monitor the impact of the support pupils receive meticulously. They make adjustments swiftly and effectively if they notice something is not working well.

Leadership and governance

Strong standard 

There is a shared, embedded vision based on high expectations for pupils who attend Landewednack. Leaders at all levels collaborate successfully. This ensures that their vision for pupils to develop into aspirational, knowledgeable, independent young people who achieve well and demonstrate high levels of respect and care for those around them is the experience of all pupils. Leaders' vision is supported well by the school's inclusive approach. It is praised highly by parents and carers, who value staff's commitment to delivering the very best for their children.

Leaders' rigorous approach to assuring the quality of the school's provision ensures that they, and those responsible for governance, have an accurate understanding of the school's context. They know its strengths and where to direct their actions. The strength of leaders' work is evident in how their decisions and actions have led to rapid improvement. This is particularly evident in the early years provision and in the personal development and wellbeing programme.

A coherent professional learning programme is in place for all staff. This clearly aligns to the school's development priorities and context. Staff feel empowered and well equipped to meet the ever-changing context of the school. They appreciate the consideration given to workload and respect for their wellbeing.

Leaders have ensured that despite significant changes the school has undergone, it has been successful in its improvement journey. This is fully supported by a skilful and dedicated school community which keeps pupils' learning and development, academically, socially and emotionally, at the heart of what it does.

Personal development and wellbeing

Strong standard 

The school's personal development provision enhances and enriches pupils' learning and development. The programme is accessible by and impactful on all pupils, regardless of

need. Leaders have carefully mapped out and sequenced enrichment and core learning from Nursery through to Year 6. Pupils learn content that increases in complexity and depth over time. Leaders ensure that this learning goes beyond statutory guidance by addressing important learning about the context of their community as well as building high aspirations for life beyond school. Pupils' talents and interests are developed through extra-curricular and enrichment activities, such as participation in sports and music activity.

Pupils are extremely well prepared for life in modern Britain. Leaders ensure that learning about cultural awareness and diversity is embedded throughout the curriculum. While pupils learn about world religions, they also learn about diversity through subjects such as reading, history, geography and art and design. The school participates in national and local events and supports a range of charity work. This encourages pupils to celebrate people's differences. Pupils show a depth of knowledge about fundamental British values and why it is important to protect certain characteristics by law. Pupils demonstrate this in their own actions, which show care, encouragement, respect and awareness of difference in their school community.

Pupils understand the importance of maintaining a healthy lifestyle and what this entails. As well as knowledge about balanced diets, they understood the need for sleep and exercise and how to support their mental wellbeing. Pupils are knowledgeable about personal safety and demonstrate a strong awareness of risk and how to manage this, including how peer pressure can influence this.

Leaders' focus on personal development and wellbeing ensures that pupils are well-rounded and self-aware individuals who are very well equipped to meet the demands and responsibilities of life beyond Landewednack.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have appropriate systems in place to monitor pupils' attendance closely. They ensure that this is a clear and high expectation for pupils when they start at the school, whether in the early years or, as many do, at different points in their school journey. Leaders identify any barriers to attendance promptly and implement thoughtfully considered strategies to overcome them. This leads to rapid improvements in attendance for individual pupils.

Pupils' conduct is respectful and caring. The manner in which pupils interact and support each other across age ranges is a notable success of the school community. Staff have high expectations. Classrooms are typically calm and focused learning environments. On occasion, when the curriculum is not precise enough or when staff do not set clear expectations, some pupils disturb the learning of others. When rare incidents of inappropriate behaviour occur, staff take the time to ensure pupils understand the impact of their actions. Pupils appreciate the support and how this is underpinned by the school SHINE values and 'diamond rules'.

Highly positive, nurturing relationships between pupils and staff are evident throughout the school. Pupils who require additional support to manage their behaviour are given time and the adjustments needed to enable them to thrive. Bullying is rare. Pupils understand the different forms that bullying can take and know to report any incidents should they occur.

Curriculum and teaching

Expected standard 

The curriculum is carefully designed to take into consideration the school's context and the need to prioritise vocabulary and language learning. It is sequenced so that pupils build their learning securely across the mixed-age classes. The essential learning in reading, writing and mathematics is covered well. Pupils get the teaching they need to secure this important knowledge. This supports their learning well in the broad and ambitious wider curriculum subjects. Reading and number fluency are taught particularly effectively. Leaders have a clear focus on writing, which can be seen in handwriting and curriculum content. However, teaching is not consistent in addressing errors and misconceptions in the skills of spelling and grammar.

Staff are appropriately skilled to teach the range of subjects, as a result of the ongoing training and support that leaders provide. Typically, staff use a range of teaching strategies well, such as recapping previous learning, clear explanations of new concepts and careful questioning to check pupils' understanding. Occasionally, teaching does not start at the point where pupils are in their learning. This can result in activities that are not demanding enough or too demanding, which impacts on how successfully pupils learn.

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

Landewednack places pupils front and centre of all it does. It prepares them to become the best version of themselves. A parent and carer comment summed up the views of many, describing the school as 'small yet mighty'.

Staff have high expectations of pupils in all aspects of school life. Pupils embody the core values that are central to the school's shared vision: 'Believe, achieve, SHINE'. Pupils play happily together across age ranges during sociable playtimes. Older pupils role model staff's high expectations of conduct and risk awareness. They actively encourage younger pupils to be kind, caring and independent. Bullying is rare. If it occurs, leaders take swift action. Pupils feel safe. They know who to speak to if they are worried. Pupils have high levels of trust in staff to help them.

Leaders are dedicated to all pupils achieving well, beginning in the Nursery. They are relentless in their focus to remove pupils' barriers. This has led to high achievement over time, including for pupils with special educational needs and/or disabilities and pupils with other barriers to learning or wellbeing. Older pupils speak with confidence and enthusiasm about what they have learned. They are prepared well for their next steps.

Pupils attend regularly. They start the day keenly to begin learning. Throughout the school day, pupils use the sensitively and creatively designed space around the school to work with

staff, making sure they have what they need to learn. This includes highly effective pastoral care as well as targeted academic support.

Pupils value the leadership roles they hold, such as being a member of the school council. They are proud of the difference they make to the school because their voice matters. Pupils understand how these roles help them to contribute positively to school life and equip them well for their future. Trips and residential visits are carefully chosen to ensure that pupils experience a range of different cultures and religions. Pupils learn from and give back to the local community, for example through their links with the lifeboat station.

Next steps

- Leaders should increase the precision with which important skills that support pupils' writing are developed and addressed so that pupils write with increasing accuracy and fluency.
 - Leaders should support teachers to build on pupils' starting points more closely so that pupils can be even more successful in their learning.
 - Leaders should continue to embed current practice and high expectations of pupils' behaviour for learning with increased consistency to secure high levels of self-discipline and dedication to learning throughout the school.
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About this inspection

This school is part of Truro and Penwith 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), Jennifer Blunden, and overseen by a board of trustees, chaired by Anita Firth.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, the assistant headteacher, a trust primary executive lead and the trust's director of education during the inspection. Inspectors also spoke with staff, members of the local monitoring committee and the trust's CEO.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

The school also, under the same registration, runs nursery provision for children from 2 years old.

The school has undergone a significant change since the last inspection. The school joined Truro and Penwith Academy Trust. The school has had changes to staff. The school reviews its class organisation annually in response to fluctuating numbers in year groups. The school's context has changed significantly, particularly more recently, with increasing numbers of pupils with special educational needs and/or disabilities and disadvantaged pupils.

Louise Jones: Headteacher

Lead inspector:

Leanne Thirlby, His Majesty's Inspector

Team inspector:

Marcus West, 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 10 March 2026

School and pupil context

Total pupils

85

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

105

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)

18.92%

Close to 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

0.00%

Well below 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

28.24%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Above 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		61%	
2024/25 (revised)	71%	62%	Above
2023/24 (final)	91%	61%	Above
2022/23		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
Latest 3 year average		74%	
2024/25 (revised)	100%	75%	Above
2023/24 (final)	100%	74%	Above
2022/23		73%	

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		72%	
2024/25 (revised)	79%	72%	Close to average
2023/24 (final)	91%	72%	Above
2022/23		71%	

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		73%	
2024/25 (revised)	93%	74%	Above
2023/24 (final)	91%	73%	Above
2022/23		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.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S
2023/24		46%	
2022/23		44%	

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 (revised)	S	63%	S
2023/24		62%	
2022/23		60%	

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 (revised)	S	59%	S
2023/24		58%	
2022/23		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
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24		59%	
2022/23		59%	

‘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 (revised)	S	69%	S
2023/24		67%	
2022/23		66%	

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 (revised)	S	81%	S
2023/24		80%	
2022/23		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.

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

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 (revised)	S	81%	S
2023/24		79%	
2022/23		79%	

‘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)	5.3%	5.2%	Close to average
2023/24 (3 term)	6.3%	5.5%	Above
2022/23 (3 term)	5.8%	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 (2 term)	10.6%	13.3%	Close to average
2023/24 (3 term)	16.2%	14.6%	Close to average
2022/23 (3 term)	14.3%	16.2%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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