

Nansloe Academy

Address: Bulwark Road, Helston, Cornwall, TR13 8JF

Unique reference number (URN): 137616

Inspection report: 24 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 ●

Early years

Strong standard ●

Children make a very successful start in early years. Staff deliver the curriculum carefully, so children learn new words and early reading and mathematics skills. They choose themes and story-based activities that help children build vocabulary and understand ideas. Thoughtfully designed activities in the Nursery Year help children to make early links with their learning, such as role play at the vets, which supports understanding about familiar animals. Pupils enjoy using their knowledge of sounds that letters make when reading together. They choose resources sensibly, work with others and stay focused on their tasks.

Staff talk with children often. They model using language precisely and expand children's early vocabulary very effectively. Children enjoy activities such as writing, building, painting and storytelling. They consolidate their pencil and painting control when creating pictures using well-known texts such as 'The Very Hungry Caterpillar'. Staff check children's learning across the curriculum closely and help them fix mistakes.

Leaders spot additional needs early. Children with communication, social or emotional needs get the right support quickly. Staff work very closely with families to help these children feel secure. Early transition arrangements help children settle quickly. The learning environment is bright, organised and full of chances to explore and play.

Personal development and wellbeing

Strong standard ●

Pupils develop strong character and understand the school's values very well. The Nansloe values help pupils reflect on their behaviour and how they treat others. In assemblies, pupils learn about democracy, fairness and making good choices. Pupils use these ideas effortlessly in everyday situations. They show teamwork, pride and respect. They are kind and responsible.

The personal development curriculum provides rich opportunities to learn about different cultures, beliefs and world events. Pupils study places such as Benin and Lesotho in geography. They learn in detail about people who live there and how they may be different from themselves through carefully planned activities. These activities help them to challenge stereotypes and show respect. The curriculum is organised to help pupils understand how learning connects to the subjects taught. Pupils apply their knowledge of the justice system when learning about crime and punishment in Anglo-Saxon times or the Victorian era.

Pupils feel safe, their views are valued and they are listened to. They know how to seek help and can explain clearly how adults support them. Staff provide sensitive support to pupils who need extra care. This helps all engage confidently in school life. The curriculum is sequenced coherently so pupils learn about healthy friendships and looking after their mental health. They understand the risks they might face in daily activities, including online.

Pupils take part enthusiastically in a range of clubs, trips, residential visits and creative activities. Leaders make sure everyone can join in, including disadvantaged pupils who might otherwise miss out. They track the take-up of activities carefully and adapt the offer based on pupils' interests and feedback. Pupils take on jobs such as librarians, sports

leaders and house captains, which helps them learn responsibility. Teachers use real-life examples to help pupils think about future jobs and build early aspirations.

Expected standard

Achievement

Expected standard 

Over time, pupils typically reach the expected standards in reading, writing and mathematics. Pupils' achievements in end of key stage 2 tests and assessments are broadly in line with the national average. Disadvantaged pupils' attainment is in line with their peers nationally. Pupils perform well in the Year 4 mathematics times tables check and Year 1 phonics screening check.

Pupils' current work across a range of subjects is typically at the expected standard. They progress securely across a range of subjects. Many enjoy learning new words and phrases when learning about animal habitats in science or the impact of seasonal changes on plants and trees. They learn subject-specific skills and use these when conducting fieldwork in geography or investigations in science.

Visual adaptations support pupils with special educational needs and/or disabilities to make progress in their learning. Consequently, pupils are well prepared for their next stage of education.

Attendance and behaviour

Expected standard 

The school's warm, welcoming and inclusive culture means pupils want, and do, come to school regularly. Consequently, their attendance has improved. Pupils typically attend at rates in line with the national average. Leaders know families very well and offer pupils and families timely and impactful support. Pupils who are disadvantaged or with special educational needs and/or disabilities attend well. Leaders celebrate good attendance in weekly assemblies and through reward systems. They use personalised strategies to improve attendance and punctuality further. For example, they support the many service children to manage transitions and attend as much as possible.

Pupils usually behave well. They listen carefully and treat others with respect, so bullying is very rare. In lessons, they stay focused and apply themselves. Around school, pupils normally move sensibly and show good manners. Just occasionally when going out to play or at lunchtimes a few pupils are over eager and rush. Staff expect pupils to behave well and model for them how they should act. They promote a positive behaviour policy and follow up thoroughly on any issues. Pupils enjoy school and feel proud to be part of it. Their positive, mature attitudes play a strong part in the culture and ethos of the school.

Curriculum and teaching

Expected standard 

Pupils learn a clear and well-structured curriculum. Knowledge is logically sequenced. Pupils remember their learning and can explain it clearly, showing their understanding.

Teachers use personalised approaches to support pupils' learning, and, as a result, pupils with special educational needs and/or disabilities build their knowledge well.

Teachers help pupils learn how to form letters correctly, to space their letters and to use punctuation accurately. High-quality training strengthens teachers' practice, especially when teaching phonics (letters and the sounds they represent). They check learning and spot who needs extra help. In mathematics, teachers use oral rehearsal, which helps reinforce pupils' knowledge of number. Teachers' checks on pupils' learning in geography, history or science are not as secure as in English and mathematics. Information is not used as effectively to reinforce taught content or move learning on more quickly.

Pupils make connections between subjects and their learning in the personal development curriculum. This deepens their understanding. However, pupils do not consistently practise their writing skills across the curriculum. This includes opportunities to apply what they have learned in English about spelling, punctuation and grammar. Leaders have identified this and have put in place strategies to further improve the teaching of writing across the curriculum.

Inclusion

Expected standard 

Leaders identify pupils' needs promptly. They communicate well with families, check how pupils are getting on and provide any extra help a pupil might need. Staff know their pupils well and work with other agencies to support them. Their joined-up approach helps pupils who face a range of barriers come to school regularly, feel safe and engage in learning successfully.

Leaders check carefully what difference their actions are making for pupils and adjust support, if necessary. They work closely with outside agencies and collaborate with other schools to share good practice. Leaders use additional funding to ensure that disadvantaged pupils benefit from the school's teaching and wider offer.

Pupils with special educational needs and/or disabilities enjoy everything that the school has to offer, from lessons to clubs, alongside their friends. Training has built staff expertise in using approaches that help pupils to overcome barriers to their learning. For example, word grids help pupils understand new or unfamiliar words so they can read a text accurately. Classroom layouts, specialist resources and personalised learning plans support the delivery of bespoke programmes. Most teachers use these strategies well. They support pupils to develop the knowledge and skills they need to work independently.

Leadership and governance

Expected standard 

Leaders have collectively driven improvements. The dedicated leadership team works with parents and carers to support pupils' learning. It makes the school a friendly and safe place where everyone works together. The school culture and high expectations promote a shared commitment to pupils' wellbeing and learning. Accurate oversight of the school's work means leaders know what the school does well and what still needs improving. They use this information to plan next steps. These efforts are evident in noticeable gains to early years provision, pupils' personal development and wellbeing, phonics results and Year 4 mathematics outcomes.

Staff feel supported and say that leaders help with their workload and wellbeing. They work together as a stable and effective team. Many wish to play an even greater part in securing further school-wide improvements. Parents and carers are very positive about their children's experiences. They have confidence in school leaders, recognising they act in the best interests of pupils.

Leaders are open to ideas from the trust about how to improve practice. Trust leaders identify precise points for improvement across the school's work. Opportunities for training, subject networks and career pathways support staff aspirations. Leaders work closely with other agencies and external experts to secure the help for those pupils who need extra support.

Local governors hold a detailed understanding of the school's work. They diligently keep a close eye on attendance, behaviour, achievement and inclusion. Well-defined reporting arrangements enable the trust board to maintain a detailed oversight of the school's performance.

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

Nansloe is a caring, kind and successful school. The school's core values of 'Be safe. Be kind. Be your best' come through in everything leaders do. Relationships with parents and carers and between staff are strong. Pupils report that staff 'notice us, listen to us, celebrate our achievements and help when we have worries'. Pupils enjoy coming to school, are kept safe and are thriving.

Pupils behave well. They stay focused, try hard with their work and help each other. Active playtimes are happy, with opportunities to build friendships. Bullying is rare. Pupils act maturely, with thought and kindness. They are proud of their school.

Pupils' attendance has improved. The school provides support for those who need extra help to attend on time and settle quickly to their learning. Pupils and their parents know the importance of being in school regularly and on time.

Pupils remember content they have studied. For example, following an educational visit to a local Cornish mine, pupils compare the working life of children in the past to life today. They develop an understanding of local and international context and as such are prepared for life in modern Britain. Pupils develop a deep sense of local identity when learning about the 'Hal-an-Tow' spring festival. They deepen this knowledge as part of the whole-school celebration of Helston Flora Day.

Staff give extra help to pupils who find learning difficult by checking their understanding in each lesson. These pupils overcome the hurdles they face by joining in fully in all learning and school events. A few pupils still need to develop their writing across different subjects. Leaders recognise this and are also strengthening learning by improving the checks on pupils' understanding across all subjects, so teachers know when to revisit work or move on more quickly.

Next steps

- Leaders should ensure that the information from checks on learning in some foundation subjects is used to adapt activities so learning is reinforced or moved on more rapidly.
 - Leaders should ensure that pupils benefit from meaningful opportunities to produce extended pieces of writing across the curriculum, including by applying their knowledge of grammar, spelling and punctuation to their writing.
 - Leaders should ensure that, in line with the school's plans, all those with positions of responsibility can play a full part in driving improvement.
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About this inspection

This school is part of Aspire 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), Rachel Warwick, and overseen by a board of directors, chaired by Penny Shilston.

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 CEO and director of education from the trust and members of the trust board and local hub board.

Inspectors visited all classrooms to look at pupils' work and the curriculum and to speak with pupils about their learning and wider school activities.

Inspectors spoke with some parents at the start of the school day. They considered responses to the online survey, Ofsted Parent View, including free-text comments.

Inspectors also considered responses to Ofsted's staff and pupil surveys.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Head of school: Lucy Swiggs

Lead inspector:

Richard Light, His Majesty's Inspector

Team inspectors:

Sarah Jane Tustain, Ofsted 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 24 March 2026

School and pupil context

Total pupils

232

Close to 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

210

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)

22.84%

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

1.29%

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

26.72%

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%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	50%	61%	Below
2022/23 (final)	70%	60%	Above

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	70%	74%	Close to average
2024/25 (revised)	75%	75%	Close to average
2023/24 (final)	61%	74%	Below
2022/23 (final)	73%	73%	Close to average

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	71%	72%	Close to average
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	61%	72%	Below
2022/23 (final)	77%	71%	Close to average

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%	73%	Close to average
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	64%	73%	Below
2022/23 (final)	80%	73%	Close to average

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	48%	46%	Close to average
2024/25 (revised)	60%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	38%	46%	Close to average
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	57%	62%	Close to average
2024/25 (revised)	80%	63%	Above
2023/24 (final)	38%	62%	Below
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	52%	59%	Close to average
2024/25 (revised)	70%	59%	Close to average
2023/24 (final)	38%	58%	Below
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	57%	60%	Close to average
2024/25 (revised)	80%	61%	Above
2023/24 (final)	38%	59%	Below
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	48%	68%	-20 pp
2024/25 (revised)	60%	69%	-9 pp
2023/24 (final)	38%	67%	-30 pp
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	57%	80%	-22 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	38%	80%	-42 pp
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	52%	78%	-25 pp
2024/25 (revised)	70%	78%	-8 pp
2023/24 (final)	38%	78%	-40 pp
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	57%	80%	-23 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	38%	79%	-42 pp

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)	5.1%	5.2%	Close to average
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	6.7%	5.9%	Above

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)	11.0%	13.3%	Close to average
2023/24 (3 term)	16.4%	14.6%	Close to average
2022/23 (3 term)	18.2%	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.

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