

Inspection of Wendron Church of England Primary School

Helston, Cornwall TR13 0PX

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

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

What is it like to attend this school?

Pupils flourish both academically and in their personal development at this friendly, inclusive and highly successful school. Pupils have a deep-rooted love of learning that shows in their reluctance to miss even a day of school. Staff have an unwavering commitment to expect the very best of pupils. Pupils rise to these expectations unequivocally.

Pupils learn in a wonderfully calm and purposeful environment. They engage well in lessons and work hard. Pupils treat one another with high levels of kindness and respect. They are incredulous at the suggestion of bullying being an issue in the school. Relationships between pupils and staff are exceptionally warm and positive. As a result, pupils feel very well cared for.

The school's offer beyond the academic is outstanding. At its core is the unrelenting commitment for disadvantaged pupils to particularly benefit from this. The school leaves no stone unturned to ensure that pupils enjoy a range of experiences carefully designed to build their character and to discover new talents. For example, pupils participate in sailing and horse riding. Pupils work with other schools on a national level to consider how they can support vulnerable people in their community. This helps them to become empathetic and compassionate citizens.

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

From the school's inception into the trust, leaders at all levels have transformed the school in all areas of its work. The trust places pupils' best interests at the front and centre of its decisions. It puts no ceiling on what pupils can achieve, and this ambition permeates the school. Published outcomes in both the phonics screening check and at the end of key stage 2 reflect this accomplishment. Pupils are very well prepared for their next stage of education.

The successes have been achieved through the trust's well-considered strategic thinking. However, leaders do not allow complacency to creep in. They relentlessly make improvements to the school through highly effective checks on the school's work. Governors also play a pivotal role in these. This helps them to have a precise knowledge of the school and to hold it to account effectively.

The trust has supported the school to ensure that pupils learn an ambitious curriculum. It has ensured that the implementation of the curriculum has been a resounding success due to the laser-like focus on improving teacher's subject knowledge. Staff receive high-quality training to support them in delivering the school's agreed teaching approaches successfully. This means pupils learn well, particularly in the core curriculum.

In the early years, children get off to an exceptionally strong start. This is because staff check what children can do and match learning precisely to their needs. Lessons have an energetic 'buzz' as children and adults engage in high-quality interactions. As a result, children progress exceptionally well through the curriculum. In the rest of the school,

pupils learn a broad range of subjects. Staff check what pupils have learned in their most recent learning. However, due to their historic gaps in knowledge, some pupils find it difficult to recall their learning in the wider curriculum. This makes it harder for them to connect ideas and build deeper understanding over time.

The reading curriculum is the bedrock of the school's success. Pupils learn to read through highly effective phonics teaching. The school keeps a close eye on any pupil who falls behind. It swiftly helps these pupils to catch up and keep up. Pupils experience a wide range of high-quality, carefully chosen texts as they move through the school. This gives them a secure knowledge of a rich range of literature.

The school has equally ambitious expectations for pupils with special educational needs and/or disabilities (SEND). It adapts the provision skilfully for these pupils, which allows them to thrive and become independent learners who achieve well.

Pupils benefit from links to a school in Uganda. This helps them to understand different cultures and the world beyond their locality. Pupils learn about moral issues through initiatives such as a tree planting project to offset their carbon footprint. Pupils demonstrate highly sensitive and mature attitudes when discussing issues such as discrimination. These positive attitudes are also reflected in their behaviour throughout the school day.

Many staff in the school are long serving. They are effusive in their praise for the transformation in the school. Furthermore, they feel these changes have not only supported them in their teaching but also impacted positively on their workload. Parents and carers echo similar views. They feel that the improvements have been made without losing the warm and caring ethos of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the wider curriculum, some pupils find it challenging to remember some of their previous learning. Consequently, they find it more difficult to make meaningful links between their learning. The trust should continue to address gaps in pupils' knowledge in the wider curriculum to ensure they build a rich and secure body of knowledge by the end of key stage 2.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149397
Local authority	Cornwall
Inspection number	10379001
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	Board of trustees
Chair of trust	David Parker
CEO of the trust	Clare Crowle
Headteacher	Natasha Williams
Website	www.wendron.kernowlearning.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined Kernow Learning Multi Academy Trust in September 2022. When the predecessor school was last inspected by Ofsted in October 2021, it was judged to be inadequate overall.
- The school runs its own breakfast and after-school provision.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with school leaders, curriculum leaders, staff, those responsible for governance and trust leaders, including the CEO.
- Inspectors carried out deep dives in English, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum, spoke to pupils and looked at samples of work in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- An inspector spoke to parents at the start of the school day. Inspectors also considered the responses to Ofsted Parent View, the pupil survey and staff surveys.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Greg Chantler

Ofsted Inspector

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