

Veryan CofE School

Address: Veryan, Truro, Cornwall, TR2 5QA

Unique reference number (URN): 140469

Inspection report: 3 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.

Needs attention

Achievement

Needs attention 

Some pupils do not learn the breadth of the curriculum well. They struggle to remember what they have learned and how this links to their previous learning. This is because pupils do not have enough opportunities to revisit their learning and remember it long term.

The school has rightly focused on the development of writing, because some pupils do not secure their knowledge in handwriting, punctuation and spelling quickly enough. Too often, pupils make repeated errors that go unaddressed. As a result, they do not develop the accuracy they need to write fluently.

At the end of key stage 2, pupils are typically well prepared for secondary school in reading, writing and mathematics. This is reflected in the school's published outcomes over time. Similarly, the Year 1 phonics screening check results, over time, demonstrate that younger pupils receive the support they need to learn to read well.

Attendance and behaviour

Needs attention 

Leaders have recently refined the school's approach to supporting pupils to behave well. However, this work is at an early stage. Some pupils struggle to manage their behaviour, particularly when the curriculum does not match what they know and can do. At such times, these pupils disengage and can disrupt the learning of others. Staff work together to ensure that their expectations of pupils' behaviour are high and applied in a consistent way. When this happens, pupils show more positive attitudes to their learning and higher levels of focus. This is particularly so for older pupils, who are clear about the school's expectations and keen to do well.

Leaders monitor attendance closely and provide support for those families who need it. This starts early, so that any barriers to pupils' attendance are quickly addressed. Staff build close relationships with parents and carers. They make the importance of high attendance clear. As a result, pupils' attendance is consistently above the national average over time, including for disadvantaged pupils and pupils with special educational needs and/or disabilities.

Curriculum and teaching

Needs attention 

The curriculum sets out what pupils need to learn in a logical order, taking into consideration the needs of mixed-age classes. Nevertheless, the way the curriculum is taught varies. Learning tasks do not consistently reflect the intended progression of the curriculum, or support pupils to build knowledge based on what they know and remember. As a result, some pupils complete work that is too easy or too challenging. This includes some pupils with special educational needs and/or disabilities, who often do not get the support they need.

The trust knows the school's strengths and weaknesses in the teaching of the curriculum. Leaders draw on this knowledge to develop staff's subject expertise. Staff benefit from

training to promote greater consistency, following the trust's approach to teaching and learning. For example, teachers use effective questioning to help pupils think deeply, exploring the use of ambitious vocabulary in high-quality texts. However, this work is in its infancy. There continues to be variability in how well pupils learn.

The curriculum prioritises the basics in reading, writing and mathematics. Pupils are supported to learn to read well. They have regular opportunities to practise the sounds they learn using books that match their phonics knowledge. Pupils use their knowledge to decode and blend unfamiliar words with success.

Inclusion

Needs attention 

Support for pupils with special educational needs and/or disabilities (SEND) is variable. There is a clear system in place to identify and support these pupils. However, the school does not monitor the support closely enough to have an accurate view of how well pupils with SEND are learning. As a result, some pupils do not progress through the curriculum as well as they should.

The school works with external agencies to support pupils with additional needs. Staff benefit from professional learning to develop their understanding of pupils' needs, such as autism awareness training. Staff training in SEND is supporting teachers to create learning plans and set targets with increasing precision. However, it is early days. Assessment information on how well some pupils are learning does not lead to adaptations to the curriculum that enable pupils to make better progress. As a result, these pupils are often given work that is too challenging, and their progress is slowed.

The school ensures that every pupil is included. It uses additional funding effectively to support pupils who are disadvantaged. For example, funding is used to access support for parents and carers in families who may need it.

Leadership and governance

Needs attention 

Trust and school leaders have an accurate understanding of the school's context, aspects that are working well and areas that need improving. However, their work to drive improvements is in its infancy. More time is needed for it to impact fully on pupils' experiences.

The trust has provided ongoing support during a period of staffing instability. This instability has slowed improvements in some areas, including the teaching of the curriculum. Staff training is ongoing to ensure that, as new staff join the school, they develop their expertise alongside existing staff. To support the launch of a new phonics scheme, the school has benefited from working alongside specialists in an English Hub. However, variability in teaching remains. This limits the school's improvement journey. Leaders do not ensure that staff have consistently high enough expectations of pupils and, consequently, pupils do not achieve as well as they could.

Those responsible for governance fulfil their statutory duties, such as overseeing the school's safeguarding systems. They have an accurate view of the school and use this to ensure that the right support is provided to help improve key aspects of the school's work.

The trust supports staff wellbeing and workload. For example, it enables staff to work alongside other small schools in the trust to develop expertise and share workload. This has been appreciated by staff.

The school's engagement with parents and carers is largely successful. Parents are generally positive about the school in relation to recent changes and how staff ensure their children are well looked after.

Personal development and wellbeing

Needs attention 

The recently introduced personal, social and health education curriculum is beginning to build pupils' knowledge of what they need to be well prepared for life beyond the school. However, it is too early for pupils to have developed a secure understanding. In addition, pupils do not learn the age-appropriate content of the relationships and health education curriculum in enough depth. While they understand some important concepts, such as healthy relationships and consent, their knowledge of others, such as puberty, is weaker.

Pupils experience democracy in action, for example, by voting on class rewards. They know the importance of respect and ensuring everyone is included. Pupils talk about their learning from Black History Month to explore differences. For example, they reflect on the impact of significant people, like Katherine Johnson, who overcame racial barriers. However, some of the school's work on developing pupils' deeper understanding of culture, diversity and aspects of fundamental British values is limited. As a result, pupils are less prepared for life in modern Britain.

There are numerous opportunities to enhance pupils' experiences beyond the classroom. The school acts to ensure all pupils have access to these, although there is no accurate, up-to-date oversight of participation to ensure that all pupils benefit from the full offer, including disadvantaged pupils. Activities include sailing to build their confidence on the water and the school's annual production, in which all take part to develop their talents and interests. Pupils have opportunities to be responsible citizens, for example, by looking after the school garden. They make a difference through their leadership roles, such as school councillors who are currently updating the library area. Older pupils recently gained an award for fundraising for their chosen charity, running stalls and activities. Pupils learn about caring for others by donating food at the harvest festival.

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

Pupils value this school because it is a kind place to be. They live out the vision 'supporting one another in learning and life' by looking after each other, including at social times. Pupils enjoy school and this is reflected in their high attendance.

However, some pupils do not learn the curriculum well enough. Variation in teaching results in some pupils not gaining the depth of knowledge they need to be well prepared for future learning. This includes in the personal, social and health education curriculum. Sometimes, pupils with special educational needs and/or disabilities do not have the adaptations made to the curriculum that they need to help them succeed. The trust has an accurate view of the

school and has taken steps to improve key aspects, such as curriculum design and expectations of pupils' behaviour. However, it is too soon to see the full impact of this work.

Pupils feel safe and know that staff will help them if they have any worries. They do not have concerns about bullying. Staff take time to build positive relationships with pupils. Most pupils have risen to the higher expectations of behaviour. However, there are occasions when poor behaviour prevents some pupils from learning well. In particular, this is when learning is not well matched to what pupils know and can do.

The school is at the heart of the village. Pupils take part in community events to care for the local area, such as beach cleaning and planting trees. They are supported to keep themselves safe, both online and in the wider world. For example, pupils learn what to do in the case of an emergency. Pupils value trips that bring the curriculum to life, such as to the museum to enrich their learning about historical periods.

Next steps

- Leaders should strengthen how well the school supports pupils with special educational needs and/or disabilities, and check that curriculum adaptations and targeted support closely match what pupils need to learn the curriculum securely.
 - Leaders should strengthen staff's knowledge of the curriculum so that learning tasks consistently reflect the ambition of the curriculum and build precisely on what pupils know and can do, enabling pupils to progress securely across subjects.
 - Leaders should continue to strengthen the teaching of writing so that pupils develop fluency and accuracy in their written work, particularly in handwriting, spelling and punctuation. They should ensure misconceptions are addressed quickly so that pupils write well across the curriculum appropriate to their stage of learning.
 - Leaders should ensure that the expectations set out in the behaviour and relationships policy are applied consistently, so that pupils demonstrate positive attitudes to their learning.
 - Leaders should ensure that the personal, social, health education curriculum, including relationships and health education, enables pupils to develop a deep and secure understanding of the important knowledge they need to be well prepared for life beyond the school.
 - Leaders, including the trust and those responsible for governance, should continue to provide robust support and challenge, leading to rapid and sustained improvements in pupils' learning and wider school experiences.
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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 (CEO), Samantha Jones, and overseen by a board of trustees, chaired by 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.

Inspection activities:

Inspectors spoke with the headteacher, trust leaders, including the CEO, and school staff. The lead inspector met with the vice chair of the trust board.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The most recent section 48 inspection of the school was carried out in April 2024.

The school is a smaller than average-sized primary school. Pupils are taught in 2 mixed-age classes.

The school does not currently make use of alternative provision.

Headteacher: Caroline Jarrett

Lead inspector:

Esther Best, 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 3 March 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

80

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)

27.03%

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

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

17.07%

Close to 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
Latest 3 year average	65%	61%	Close to average
2024/25 (revised)	S	62%	S
2023/24 (final)	78%	61%	Above
2022/23 (final)	29%	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	90%	74%	Above
2024/25 (revised)	S	75%	S
2023/24 (final)	89%	74%	Above
2022/23 (final)	86%	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	70%	72%	Close to average
2024/25 (revised)	S	72%	S
2023/24 (final)	89%	72%	Above
2022/23 (final)	29%	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	85%	73%	Above
2024/25 (revised)	S	74%	S
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	86%	73%	Above

‘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

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 (final)	S	46%	S
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 (final)	S	62%	S
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 (final)	S	58%	S
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 (final)	S	59%	S
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 (final)	S	67%	S
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 (final)	S	80%	S
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%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
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 (final)	S	79%	S
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)	5.1%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below

Year	This school	National average	Compared with national average
2022/23 (3 term)	4.1%	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)	12.5%	13.3%	Close to average
2023/24 (3 term)	9.4%	14.6%	Below
2022/23 (3 term)	5.4%	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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