

Carclaze Community Primary School

Address: St Piran's Close, St Austell, Cornwall, PL25 3TF

Unique reference number (URN): 141710

Inspection report: 6 May 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.

Expected standard

Achievement

Expected standard 

On the whole, pupils make suitable progress through the curriculum. Phonics is a particular strength. Over time, most pupils secure the phonics knowledge they need in Year 1 to prepare them for more demanding texts as they move through the school. Pupils also secure the times tables knowledge they need by the end of Year 4. This is reflected in pupils' outcomes in the 2025 multiplication tables check, which were above the national average.

By the end of key stage 2, pupils generally achieve well in reading, writing and mathematics. This helps to prepare them for their next stage of learning. However, it is too soon to see the impact of leaders' changes to the teaching of writing. Consequently, too few pupils achieve greater depth in this area. Furthermore, disadvantaged pupils do not achieve as highly in writing as they do in reading and mathematics. Pupils with special educational needs and/or disabilities typically make steady progress from their starting points.

Attendance and behaviour

Expected standard 

Leaders have established very effective attendance systems which are having a positive impact on improving pupils' attendance. Leaders demonstrate tenacity and determination in their approach. They work relentlessly with families to remove barriers to attendance to help pupils attend school regularly. The school regularly reminds pupils, as well as parents and carers, of the importance of attending well. Through rigorous checks and swift intervention, rates of persistent absence have reduced. Overall attendance is now above national figures reflecting leaders' proactive work in this area.

Behaviour across the school is generally calm and orderly. Most pupils conduct themselves appropriately around the school and in lessons. They are confident and eager to talk to visitors about their learning. Classrooms are typically purposeful environments where most pupils respond positively to staff's expectations. Occasionally, a few pupils disengage with their learning and need help to refocus. In addition, a few pupils struggle to live up to leaders' high expectations of behaviour. This includes some pupils with social, emotional and mental health needs. Staff generally make the necessary adjustments to support these pupils effectively. Leaders deal swiftly and appropriately with any unkindness between pupils.

Curriculum and teaching

Expected standard 

The school has a broad and balanced curriculum. It defines clearly what teachers need to teach and in what order. Leaders, in conjunction with the trust, make regular checks on the effectiveness of the curriculum. This helps them to have an accurate view of how effectively teachers are teaching the curriculum. Leaders also use this information to make changes to the curriculum. For example, they have recently improved the ambition of the writing curriculum to ensure that it improves pupils' outcomes. The trust has set out key principles of teaching, which teachers generally follow closely. For example, teachers use questioning effectively to check pupils' understanding and they explain new content well.

Leaders prioritise ensuring that pupils secure the basic skills they need in English and mathematics. Teachers generally teach these well. For example, the teaching of phonics is well established and understood by staff. Pupils read books closely matched to the sounds they know. This helps them to practise the sounds they have learned in lessons. Pupils who fall behind are given appropriate support to help them catch up. Teachers sometimes do not correct mistakes in pupils' handwriting with enough rigour. As a result, for a few pupils, these errors in their writing persist. This includes some pupils with special educational needs and/or disabilities.

Inclusion

Expected standard 

Leaders and staff know the individual circumstances and backgrounds of pupils well. This helps them to provide additional help where necessary. For example, staff are highly aware of those pupils who are young carers who sometimes need further pastoral support. The school has effective systems for the identification of pupils with special educational needs and/or disabilities (SEND). However, some changes in the trust's systems for SEND have caused some unrest for parents and carers. The trust acknowledges this process could have been handled better. Following feedback, leaders have made further improvements to ensure that parents are clearer about how these systems work in the school.

Staff create learning plans for pupils with SEND which make it clear the support they need to be successful. Teachers use these to generally make appropriate adaptations for these pupils. Occasionally, some staff do not use these plans well. They do not use the most appropriate support for pupils in lessons. When this happens, some pupils disengage or struggle with their learning.

Leaders use the additional funding for disadvantaged pupils well. They review its impact closely to inform targeting of weaker areas, such as writing. As a result, disadvantaged pupils achieve in line with disadvantaged pupils nationally.

Leadership and governance

Expected standard 

New leadership has brought a fresh perspective to the school. Leaders are clear in their ambition that although most pupils learn well, they can achieve even more. They are also starting to raise expectations in other aspects of the school's work. For instance, leaders have tweaked systems in behaviour and started to strengthen the provision for pupils with special education needs and/or disabilities (SEND). They take difficult decisions rooted in the belief of doing the best for all pupils. Leaders have an accurate view of the school's strengths and weaknesses. For example, they recognise that further work is needed to ensure that children get off to the best possible start in the early years.

However, the positive changes that leaders have made have also coincided with changes in the trust's systems in SEND and for curriculum and teaching. This has placed a strain on staff. While staff are proud to work at the school, a few have concerns about workload and wellbeing. Leaders and the trust acknowledge this and continue to work with staff to improve this. Staff appreciate the range of training and opportunities to help develop their expertise and further their careers. While the school mostly has positive and constructive relationships with parent and carers, their views on the school are mixed. This is mainly due to the lack of clarity or timeliness of some communication from the school and trust.

The trust has supported the school effectively. It provides additional resource where it is needed. Trustees keep a close eye on the school and know where it needs to do better. They fulfil their statutory duties effectively.

Personal development and wellbeing

Expected standard 

The school has established an effective offer beyond the academic curriculum. New leaders are ambitious to strengthen this offer. The school has a well-established personal, social, health education (PSHE) programme. This has helped pupils to develop a secure knowledge in most of its topics. For example, pupils understand how to maintain a healthy lifestyle. Leaders also ensure that they adapt the PSHE content to reflect the school's context. This includes pupils learning about keeping safe by the sea, reflecting the school's coastal location. Pupils develop a secure knowledge about puberty in an age-appropriate way.

Leaders have ensured that the academic curriculum content reflects a diversity of faiths and cultures. This is designed to help pupils understand more diverse parts of modern Britain. However, the impact of this is more limited on pupils' understanding than leaders intend. Nevertheless, pupils do demonstrate compassion and empathy for those groups in society who face discrimination.

Leaders ensure that there are opportunities for all pupils. For example, they check which pupils represent the school in sports tournaments. They use this information to ensure that many pupils have opportunities to represent the school. Leaders check the take up of extra-curricular clubs by disadvantaged pupils and those with special educational needs and/or disabilities closely. They generally work well with families to remove barriers for pupils attending these. However, leaders acknowledge there is more to do to improve the participation rates of these groups of pupils.

The school develops pupils' appreciation and pride in the local community. It regularly invites visitors into the school to give talks on a range of topics. Pupils help those less fortunate in the local area through supporting a local foodbank. This helps pupils to become kind and caring individuals. The school provides appropriate pastoral support for those pupils who need it.

Needs attention

Early years

Needs attention 

The trust has provided additional support and guidance for staff in the early years. This has helped to make some improvements, such as the quality of the learning environment. However, while leaders have started to develop staff expertise, there is still more to do. Some teaching is not effective, or well matched to children's needs. This is because some staff do not have high enough expectations of what children can do, both during lessons and other parts of the school day, such as transitions between activities. This includes children with special educational needs and/or disabilities. While the early years curriculum is suitably ambitious, too much of what children experience does not extend their learning in

the way that it should. As a result, children's learning across the seven areas of learning is uneven. In particular, too many children lack the basic skills they need for writing. Staff do not emphasise key aspects, such as pencil grip and accurate letter formation well enough.

Despite these shortcomings, children are happy in the environment. The school admits children from a wide range of different providers. Staff ensure they build warm and sensitive relationships with children. This helps children to settle quickly and display generally positive attitudes to learning.

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

Pupils enjoy their learning at Carclaze. Many of them are enthusiastic and keen learners who are eager to acquire new knowledge. Pupils reflect this in their high attendance, which is above the national average. Relationships between staff and pupils are warm and nurturing. This positive culture helps pupils to feel a deep sense of belonging and pride in their school. Pupils know they can turn to any member of staff to help them with any worries they may have. This helps them to feel safe and secure.

In lessons, pupils benefit from teaching that typically helps them to build on their prior knowledge. As a result, they learn well. By the time pupils leave Carclaze, most have the essential knowledge and skills they need for secondary school. However, children in the early years do not learn as successfully. This is because staff do not expect enough of children in their learning.

Leaders ensure that the school values of 'care, communicate, persevere and sparkle' are woven throughout school life. This helps most pupils to behave well. At social times, pupils play happily together. Staff deal effectively with any bullying that takes place.

Carclaze is a school for all. Pupils with special educational needs and/or disabilities participate fully in school life. The school typically removes barriers for these pupils in lessons to help them with their learning.

The school offers a range of experiences for pupils beyond their academic work. Pupils take on a variety of leadership roles. This gives them a voice in the school, such as sports leaders and ambassadors. Pupils develop an appreciation of the arts through participating in a range of exciting events. For example, pupils take part in a national singing event in London. Pupils learn about life in the locality and beyond through different trips linked to the curriculum. This includes a visit to an aquarium to learn more about animals' habitats.

Next steps

- Leaders should ensure that staff in the early years have high expectations of children's learning and achievement throughout all aspects of the early years provision.
- Leaders should ensure that staff consistently implement the precise adaptations needed for all pupils with special educational needs and/or disabilities so that they are successful

in their learning.

- Leaders, including the trust, should ensure that they communicate effectively with staff and parents and carers when changes are made at the school.
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About this inspection

This school is part of Cornwall Education Learning 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), Dan Morrow, and overseen by a board of trustees, chaired by Sally Foard.

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 HMI.

Inspectors spoke with the headteacher and other senior leaders, the CEO, the chair of the trust, staff, pupils, a member of staff from the alternative provision and parents and carers during the inspection.

The school currently makes use of one alternative provision, which is unregistered.

The headteacher took up her post in September 2025.

Headteacher: Emma Williams

Lead inspector:

Jason Edge, His Majesty's Inspector

Team inspectors:

Tracy Hannon, 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 6 May 2026

School and pupil context

Total pupils

386

Above 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

420

Above 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)

20.98%

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

3.11%

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

10.62%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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 (final)	63%	62%	Close to average
2023/24 (final)	62%	61%	Close to average

Year	This school	National average	Compared with national average
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	76%	74%	Close to average
2024/25 (final)	69%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	84%	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	74%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	73%	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	84%	73%	Above
2024/25 (final)	85%	74%	Above
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	89%	73%	Above

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	38%	46%	Close to average
2024/25 (final)	47%	47%	Close to average
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	29%	44%	Below

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	59%	62%	Close to average
2024/25 (final)	60%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	50%	62%	Below
2022/23 (final)	64%	60%	Close to average

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	41%	59%	Below
2024/25 (final)	47%	59%	Below
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	29%	58%	Below

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 (final)	60%	61%	Close to average
2023/24 (final)	63%	59%	Close to average
2022/23 (final)	50%	59%	Close to average

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	38%	68%	-30 pp
2024/25 (final)	47%	69%	-23 pp
2023/24 (final)	38%	67%	-30 pp
2022/23 (final)	29%	66%	-38 pp

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	59%	80%	-20 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	64%	78%	-14 pp

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	41%	78%	-37 pp
2024/25 (final)	47%	78%	-32 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	29%	77%	-49 pp

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 (final)	60%	81%	-21 pp
2023/24 (final)	63%	79%	-17 pp
2022/23 (final)	50%	79%	-29 pp

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)	4.2%	5.2%	Below
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	4.5%	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 (3 term)	7.4%	13.0%	Below
2023/24 (3 term)	9.5%	14.6%	Below
2022/23 (3 term)	10.2%	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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