

Breage CofE Primary School

Address: Trewithick Road, Breage, Helston, Cornwall, TR13 9PZ

Unique reference number (URN): 143967

Inspection report: 19 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

Attendance and behaviour

Expected standard 

Pupils' attendance is improving rapidly. Leaders have re-established expectations of attendance with parents and carers. Newsletters and weekly celebrations have raised parental awareness. Consequently, pupils now arrive for the school day promptly, prepared, and ready to learn. Leaders greet parents and pupils warmly at the school gate every day. They build trust, understanding and secure relationships. Leaders gently encourage those who may need support to start the school day. Consequently, pupils enter school and settle to learning quickly. These approaches support families to overcome barriers and improve attendance.

Pupils' behaviour is very positive. Incidents of bullying are very rare, and when they do occur they are dealt with swiftly. Pupils support one another through their daily actions. The school culture builds a supportive local community and sense of belonging. As one parent summed up, 'teachers give a warm welcome every morning, I feel well supported and engaged as a parent'. Sensible and mature attitudes typify learning alongside a keen sense of responsibility. Pupils build friendships and enjoy sharing their experiences with everyone. Exclusions are very rare. School values underpin all aspects of the caring and supportive setting. This makes the school a focal point of its local community.

Inclusion

Expected standard 

Staff hold an appropriately detailed level of knowledge of every child's circumstances and their background context. Leaders use this information to identify and reduce the potential barriers which pupils face, so they feel supported and thrive. Leaders ensure all pupils can play a full part in the life of the school. They work tirelessly with parents to develop secure, trusting relationships. Leaders ensure parents understand the support their children receive in school and when additional or specialist support is needed. Extra help for those pupils who need it is generally effective. Leaders' promotion of community values fosters pupils' understanding and tolerance of each other.

Training equips staff with strategies they need to make adaptations or adjustments to support pupils. This includes for pupils with special educational needs and/or disabilities. Approaches are generally suitable. For example, the start of the day is structured differently for pupils who need support to get ready for the school day. In addition, teachers provide effective support to prepare pupils for future learning. This helps pupils to become familiar with ideas or concepts they will learn later in the day. Leaders use additional funding effectively to support the delivery of early reading and mathematical delivery for disadvantaged pupils. Staff help pupils secure their early knowledge of numbers as well as phonics to decode important sounds.

Personal development and wellbeing

Expected standard 

Pupils learn a coherent and appropriately sequenced personal development programme. They learn content that extends beyond classroom learning into a range of wider opportunities. The curriculum matches the statutory requirements for relationships and sex

education. Consequently, pupils develop their knowledge of relationships and personal safety. They learn to value their differences and understand the growth and changes that happen over time.

Pupils' understanding of democracy, tolerance and the rule of law is secure. Older pupils explain these concepts with a depth of understanding. For some younger pupils, including those who are disadvantaged, their knowledge is developing. Pupils' understanding of a range of thoughts and opinions develops securely through their time in school. Pupils discuss these ideas when explaining their knowledge of a variety of faiths and religions such as Sikhism or Hinduism.

Recent changes in leadership are strengthening the school's approach to offering clubs. Activities planned are now matched to pupils' interests and motivations. As a result, a broader range of clubs and activities is currently available, including illustration, art, and choir, which are well received by pupils. Leaders have implemented more robust systems to monitor participation in enrichment activities. This is now enabling leaders to take steps to increase engagement among those pupils who may not otherwise access these opportunities.

The school's approach to curriculum enrichment is increasingly purposeful. Experiences such as residential visits, including camping trips and an annual London visit, are carefully mapped across year groups. Opportunities enhance the curriculum and broaden pupils' horizons beyond their immediate locality.

Pastoral support for pupils and families is effective. Pupils report that they feel well supported and are confident in identifying trusted adults within the school. Leaders ensure that families are signposted to appropriate external support services and professional agencies when needed, contributing positively to pupils' wellbeing and safeguarding.

Needs attention

Achievement

Needs attention 

Pupils' achievement over time is below the national average for reading, writing and mathematics. For the last 3 years, no pupil has been stretched to reach the higher standards. Pupils' ability to write at length, with stamina and at speed is limited. Teaching is not currently supporting pupils to confidently solve more complex mathematical problems without adult support. Younger pupils learn to read successfully and perform to reach the standards expected in the Year 1 phonics check.

Recent improvements to pupils' achievement are evident. For example, they now acquire better knowledge of historical concepts such as power, invasion or how to interpret the past. In science, they can use the correct vocabulary to explain the impact of exercise in their health. Pupils' progression across the wider curriculum is steady. Typically, outcomes for disadvantaged pupils are in line with their peers nationally by the time they leave school.

Teaching over time is not securing pupils' core knowledge in reading, writing and mathematics well enough. Leaders' expectations of the curriculum are not enacted in the quality of teaching. At times, expectations of what pupils are capable of are not high enough. Some pupils are not clear what is expected of them. Teachers' questioning does not always challenge pupils to explain or reason fully, and their ability to work independently is not promoted. The subject knowledge and confidence of some staff is not sufficient to meet the needs of pupils effectively. Recent positive changes to teaching handwriting, spelling and grammar are not fully embedded, limiting their impact.

The school has adopted a broad and coherently sequenced curriculum. Content is adapted for the small school context and locality. A clear structure for learning is evident, particularly in geography and history. For example, pupils use their knowledge of places to locate mountains of the United Kingdom on maps. In history, they understand why Britain was invaded by the Vikings. Through the curriculum, pupils cover the core knowledge and skills they need in reading and mathematics. However, pupils' writing is not sufficiently developed. They do not apply their writing knowledge when working across the curriculum.

Leadership and governance**Needs attention** 

Leadership turbulence has impacted on the school's ability to drive improvements. Senior trust leaders have not taken strategic action to bring about rapid improvement. This situation has now stabilised. Current school and trust improvement leaders are taking appropriate action in the right areas. However, these actions are very recent and are not fully embedded. Leaders now have a clear understanding of the school's strengths and what needs to improve. There is evidence that this is starting to have an impact. Notably on the improving attendance of pupils, their achievement in handwriting, spelling and grammar.

Trustees have oversight of the school. They understand leaders' actions and provide challenge and support as required. Trustees complete their statutory duties. Leaders understand the need to be considerate about staff workload and wellbeing. Leaders take action to support staff in this regard.

Staff receive professional learning which is clearly matched to the school's priorities. It is focused on what needs to improve and how to help staff to do this. Leaders have considered carefully what to focus on. This is starting to have an impact on the quality of the curriculum and teaching.

Leaders have built constructive relationships with other trust schools, the local authority and wider external agencies. They are making use of these, such as the work with the mathematics and English hubs, to improve the teaching and achievement of pupils. Leaders have positive relationships with parents and the local community. This means they work in partnership together to ensure pupils are in school and safe.

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

Pupils enjoy attending this friendly village school. They are keen to do their best. They proudly represent their school and take their leadership responsibilities seriously. All ages play and learn together cooperatively. Older pupils act as positive role models for younger children.

Pupils' wellbeing is an important part of the school's work. Leaders ensure that pupils feel happy and safe. At the gate each morning, staff check how pupils are feeling. Their attendance is now improving rapidly. Leaders promote positive behaviour and rarely need to remind pupils to behave well.

In classes, pupils engage readily and respond positively to adults, especially when teaching is clear and structured. Staff help most pupils to complete tasks successfully. Younger pupils gain a secure start in phonics and early mathematics through structured approaches and the use of practical resources.

However, not all pupils experience consistently effective teaching. In some cases, teachers do not make expectations clear enough or check understanding effectively. As a result, some pupils feel unsure about what to do next or do not deepen their thinking. Teachers' checks on pupils' learning are not consistently used to address misconceptions effectively. This means misunderstandings can continue. This affects older pupils' achievement most, who do not always build confidence in applying their knowledge, especially when writing across the curriculum. Most pupils remember the taught curriculum content. However, others have gaps in their understanding of numbers or spelling, handwriting and grammar knowledge.

Parents and carers and pupils recognise current leaders' efforts to improve the school further. They welcome the opportunities provided for memorable experiences, including events at St Breaca, the local church, or further afield to London. Many pupils take part enthusiastically in the activities on offer. All contribute to the village and community celebrations or events.

Next steps

- Leaders should raise pupils' achievement further, so that their knowledge and skills are equally secure across all subjects and they apply their writing knowledge to produce consistently high-quality written work across the curriculum.
 - Leaders should make sure that all staff raise their expectations and develop the expertise needed to deliver the curriculum consistently so that pupils achieve well, particularly in writing and mathematics across year groups.
 - Those responsible for governance and senior leaders of the trust should challenge and support school leaders more effectively in securing improvements.
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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 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 discussions with the chief executive officer, school improvement lead and chair of the trust board.

Inspectors visited all classrooms to look at pupils' work and the curriculum, and 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 school has a small number of children who attend early years provision. Due to the small numbers, this provision is not reported on separately. Inspectors gathered evidence about their experiences and outcomes of these children, and this evidence is included in the inspection findings above.

The inspectors confirmed the following information about the school:

The school is registered as having a Christian religious character. It is in the Diocese of Truro. Its last section 48 inspection was on 6 March 2025.

The school does not use any alternative provision.

Interim Head of School : Jamie Price

Lead inspector:

Richard Light, His Majesty's Inspector

Team inspector:

Cameron Lancaster, 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 19 May 2026

School and pupil context

Total pupils

40

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

84

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)

32.43%

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

5.00%

Above 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

27.50%

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	27%	61%	Below
2024/25 (final)	S	62%	S
2023/24 (final)	25%	61%	Below
2022/23 (final)	27%	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	54%	74%	Below
2024/25 (final)	S	75%	S
2023/24 (final)	50%	74%	Below
2022/23 (final)	55%	73%	Below

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	50%	72%	Below
2024/25 (final)	S	72%	S
2023/24 (final)	42%	72%	Below
2022/23 (final)	64%	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	50%	73%	Below
2024/25 (final)	S	74%	S
2023/24 (final)	58%	73%	Below
2022/23 (final)	36%	73%	Below

‘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	20%	46%	Below
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
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	40%	62%	Below
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
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	40%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
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	30%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
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	20%	68%	-48 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
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	40%	80%	-40 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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	40%	78%	-38 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
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	30%	80%	-50 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
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 (3 term)	7.3%	5.2%	Above
2023/24 (3 term)	8.4%	5.5%	Above
2022/23 (3 term)	7.9%	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 (3 term)	16.2%	13.0%	Close to average
2023/24 (3 term)	18.6%	14.6%	Above
2022/23 (3 term)	23.5%	16.2%	Above

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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