

Fowey Primary School

Address: Windmill, Fowey, Cornwall, PL23 1HH

Unique reference number (URN): 142239

Inspection report: 30 June 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 

Typically, pupils achieve well across the curriculum. Historically, some pupils have not achieved as well in mathematics as in other areas of the curriculum. Leaders have made changes to close this gap. Work in pupils' books and their recall of knowledge shows that their achievement in mathematics is improving. However, published outcomes do not yet reflect the full impact. In contrast, attainment in national tests for Year 6 pupils in 2025 was close to national averages in reading and writing. Similarly, published outcomes for phonics and the multiplication check are now much improved.

Most pupils develop the depth of knowledge in the wider curriculum they need to be ready for the next stage of their education. For example, pupils delight in sharing what they know about the Romans in history or how solids, liquids and gases have different properties in science.

Attendance and behaviour

Expected standard 

Leaders place great importance on pupils' attendance and punctuality. High expectations and a whole-school approach underpin this. Leaders, ably supported by the trust, utilise effective systems to ensure pupils attend the school regularly and on time. The school acts swiftly if attendance dips. It offers support to families to help remove barriers to attendance, including places in the breakfast club for those who need it. As a result, pupils' attendance is very positive, above the national average and continues to improve.

The school's 'CARE' values of collaboration, aspiration, respect and empathy help to develop pupils' character. Clear routines and high expectations mean that pupils settle well. Pupils' behaviour around the school and in the classroom is calm and orderly. Most demonstrate positive attitudes to learning and engage well. They are polite and play together, across different ages, at social times of the day. Pupils relish the wide variety of games and activities available at breaktimes to keep them busy and active. Pupils know what bullying is and feel that adults typically deal with this well. They know that they have trusted adults who they can turn to if they have any worries or concerns.

Curriculum and teaching

Expected standard 

Leaders accurately assess the quality of the curriculum and teaching. They have put considerable thought and care into designing an ambitious curriculum for mixed-age classes. The curriculum identifies what pupils need to learn and when they need to learn it. Teachers demonstrate a thorough knowledge of the subjects they teach. As a result, they present information clearly. Leaders support staff with training to deliver the curriculum well. Pupils learn the foundations they need in reading, spelling, handwriting and mathematics. Wider reading is a particular strength. Pupils speak positively about books and reading opportunities.

Staff use the trust's 'learning chronicles' to help them apply evidence-informed approaches and make suitable adaptations. This helps pupils, including those with special educational

needs and/or disabilities, to make progress. In general, teaching develops pupils' knowledge and skills positively. Pupils typically recall previous learning and build the knowledge they need to move their learning on. Teachers check pupils' understanding to identify and address gaps in learning. However, this is not always done closely enough, so misconceptions occasionally persist. As a result, a small number of pupils have gaps in their knowledge that are not closing as quickly as they should.

Early years

Expected standard 

Since the previous inspection, the trust has invested significantly in the early years. Together with school leaders, they have designed a carefully sequenced curriculum that builds children's early language, communication and number skills. For instance, children learn to read from the moment they start at school. They learn the sounds that letters make and decode words accurately. Effective teaching helps children to develop their pencil grip and correct letter formation. This helps most children to write simple sentences. Children get off to a positive start to school and progress well from their starting points.

Children quickly learn routines and interact positively with others. They develop their fine and gross motor skills. For example, they construct 'bug hotels' through junk modelling or make minibeasts from clay, strengthening their finger muscles as they roll tiny pieces of clay to form insects' legs.

Adults typically intervene thoughtfully and at the right moments, extending children's vocabulary and deepening their understanding. Where necessary, leaders adapt the curriculum so that children with special educational needs and/or disabilities learn successfully alongside their peers.

Inclusion

Expected standard 

The school's inclusive ethos is demonstrated through the positive relationships staff forge with pupils and their families. Pupils with special educational needs and/or disabilities learn well at Fowey Primary School. Staff adapt the curriculum successfully to remove barriers and help them thrive across all areas of school life. For example, staff use visual prompts, such as 'now and next' boards, to help pupils follow routines or symbols to improve their understanding of vocabulary.

Staff work closely with parents and carers to identify any specific needs when children first join the school. Leaders take effective action to carefully overcome obstacles to learning and put effective provision in place. They seek out and act on advice from external specialist agencies. 'Student success plans' outline individual targets and the specific support that pinpoints how pupils should be supported in school. Staff use this advice to ensure pupils who need extra help receive timely interventions to catch up. This means, whatever pupils' individual needs, staff do their best to help them succeed. Furthermore, leaders use additional funding, such as the pupil premium, so disadvantaged pupils access a broad range of experiences.

Leadership and governance

Expected standard 

Leaders and the trust have made every effort to insulate pupils from the instability caused by leadership changes. They accurately understand the school's context, strengths and areas for development. The school's vision to 'open the door to the world beyond' is modelled daily by caring leaders and staff. Throughout the year, staff training aims to build stronger teaching skills, deepen curriculum expertise and enhance inclusive provision. For example, staff use their knowledge to make effective adaptations for pupils with special educational needs and/or disabilities. Staff appreciate the efforts that leaders make to manage their workload and support their wellbeing. They feel proud to work at the school.

Leaders collect a broad range of information about different areas of the school. They work hard to secure improvements. They can explain how their work has evolved over time. However, they recognise that, in some areas, they need to use this information more precisely and to check that the actions they are taking are having the intended impact. Trust leaders and trustees understand the challenges small schools face. They know their statutory duties well and fulfil them effectively. Their view of the school's strengths is accurate, and they combine challenge with support to help leaders improve the school. Many parents and carers recognise the changes the school has made and can see the impact in their children's experience at school. They appreciate the commitment of the whole staff team.

Personal development and wellbeing

Expected standard 

Warm relationships between adults and pupils support personal development in this small school. The pastoral approach builds pupils' resilience and helps them to look after their own mental health and wellbeing.

The school's personal, social, health and economic education curriculum and its relationships and health education curriculum are ambitious and carefully sequenced. Pupils know the effects of drugs and alcohol and how to take care of their health through exercise and a balanced diet. Pupils understand about healthy relationships and consent, and how people can be different, well. They learn how to keep safe when using the internet.

Leaders provide high-quality learning and enriching events for all pupils. The 'year of experiences' deepens pupils' learning and builds their understanding of the world around them. Pupils visit working farms, go paddleboarding or visit a theatre to watch a pantomime. Older pupils experience overnight stays and take part in rock climbing and outdoor adventurous activities. Leaders track pupils' engagement, ensuring the most disadvantaged can benefit from all the school has to offer.

Pupils think about others' needs by raising money for charities and making donations to a local food bank. They enjoy visits within their local community, including to the 'memory café', where the school choir sing for local elderly people. The school holds special events, such as 'parliament week', where pupils learn about fundamental British values such as democracy. However, pupils have less knowledge of cultures that are different to their own. Leaders make effective use of the local environment. Visitors from the Royal National Lifeboat Institution teach pupils about water safety, while in geography pupils visit local beaches to learn about erosion and physical coastal features. Leaders raise pupils'

aspirations. For example, pupils in Year 6 research their 'dream jobs' and take part in mock interviews which help them prepare for the next stage of their education.

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

Leaders greet children and their parents with a smile and warm welcome as they arrive each morning. Genuine and respectful relationships between staff and pupils form the foundation of the school's positive culture. Pupils demonstrate the school's rules of 'ready, respectful and safe' and treat one another with kindness. In the classroom, they typically work purposefully and show pride in their learning. Pupils move around the school sensibly and play together cooperatively in the playground. They make up their own games, read or race each other on the running track. Bullying is rare. Staff deal with any concerns swiftly. Pupils know they have someone to talk to if issues arise.

Pupils, including those who are disadvantaged or have special educational needs and/or disabilities, get the help they need to thrive. Staff understand pupils' barriers to learning and help them to overcome these through effective adaptations and support. This means that pupils enjoy learning with their friends. They are happy, love their school and understand why it is important to come to school regularly. As a result, they attend very well.

Pupils appreciate leadership responsibilities, including house captains, school councillors and buddies. These help them to feel part of the wider community. Through the school council, pupils have a voice and make decisions. They know they can bring about change. For example, they have raised money for playground equipment. Pupils enjoy the wider opportunities available to them that develop their interests and talents. They enjoy clubs such as those for drama, basketball, Lego, sewing and rock band.

Most parents and carers say that the school is 'run with kindness and positivity'. They recognise the improvements that have been made by the new leadership team in a short space of time.

Next steps

- Leaders should continue working to ensure that the changes to the mathematics curriculum improve pupils' achievement.
 - In a small number of subjects, leaders should ensure that teaching consistently matches pupils' needs, using checks on learning to correct errors so that new learning builds securely on prior knowledge.
 - Leaders should ensure that detailed, insightful analysis of school performance leads to improvements across all areas of the school.
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About this inspection

This school is part of the Cornwall Education Learning Trust (CELT), 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 Stuart Radnedge.

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 school leaders, including the headteacher, senior teachers and other leaders, during the inspection. The lead inspector spoke with trustees and leaders of the trust, including the chair of the trust. The lead inspector held a meeting with the CEO of the trust.

The inspectors confirmed the following information about the school:

The headteacher started her role in September 2025.

The school uses no alternative provision.

Headteacher: Kay Walker

Lead inspector:

Gavin Summerfield, His Majesty's Inspector

Team inspector:

Louise Moretta, 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 30 June 2026

School and pupil context

Total pupils

134

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

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)

24.63%

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

1.49%

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

14.93%

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	54%	61%	Below
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	55%	61%	Close to average
2022/23 (final)	48%	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	78%	74%	Close to average
2024/25 (final)	84%	75%	Above
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	76%	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 (final)	79%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	57%	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	62%	73%	Below
2024/25 (final)	58%	74%	Below
2023/24 (final)	66%	73%	Below
2022/23 (final)	62%	73%	Below

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 (final)	57%	47%	Close to average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	38%	44%	Close to average

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%	62%	Close to average
2024/25 (final)	57%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	63%	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	67%	59%	Above
2024/25 (final)	57%	59%	Close to average
2023/24 (final)	100%	58%	Above
2022/23 (final)	50%	58%	Close to average

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	52%	60%	Close to average
2024/25 (final)	57%	61%	Close to average
2023/24 (final)	50%	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	48%	68%	-20 pp
2024/25 (final)	57%	69%	-12 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	38%	66%	-29 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	62%	80%	-18 pp
2024/25 (final)	57%	81%	-24 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	63%	78%	-16 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	67%	78%	-11 pp
2024/25 (final)	57%	78%	-21 pp
2023/24 (final)	100%	78%	22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	77%	-27 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	52%	80%	-27 pp
2024/25 (final)	57%	81%	-23 pp
2023/24 (final)	50%	79%	-29 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)	5.0%	5.2%	Close to average
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	4.9%	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)	13.2%	13.0%	Close to average
2023/24 (3 term)	7.6%	14.6%	Below
2022/23 (3 term)	8.3%	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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