

Inspection of Mullion Primary School

Willis Vean, Mullion, Helston, Cornwall TR12 7DF

Inspection dates:	24 and 25 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Rob Chirgwin. This school is part of Truro & Penwith 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), Dr Jennifer Blunden, and overseen by a board of trustees, chaired by Anita Firth.

What is it like to attend this school?

Pupils embody the six school values of curiosity, respect, determination, resilience, creativity and kindness. An atmosphere of calmness pervades the school. Pupils move around the school in an orderly manner.

Since the previous inspection, the school has raised its expectations and made positive changes to improve the quality of education. As a result, outcomes for pupils, including those with special educational needs and/or disabilities (SEND), have improved. Pupils learn and achieve well.

Pupils recognise the potential dangers of the internet. They know not to share personal information online and to report any concerns to an adult. Visitors to the school help pupils learn about water safety or recognise the signs of bullying. Incidences of bullying are now rare, and pupils feel safe.

Pupils develop their talents and interests through a wide range of clubs. These include running with the headteacher, cricket and netball. Volunteers from the local community support pupils to grow vegetables in the school grounds. Residential visits help pupils to build their resilience and independence. Experiences such as surfing in Newquay and sleeping with the sharks in Plymouth, broaden pupils' experiences.

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

The school has designed a curriculum that is broad and balanced. It identifies the important knowledge, concepts and vocabulary that pupils need to learn from the early years to Year 6. Careful sequencing of the curriculum content enables pupils to draw on their previous learning when new content is introduced. For example, in design technology, pupils recall their knowledge about bridge construction when designing playground structures. In science, pupils in Year 1 explore the properties of materials, while pupils in Year 5 investigate the impact of micro-plastics on the environment.

Staff make checks on what pupils learn. In the main, they use this information to address gaps and misconceptions that pupils develop. However, at times, some staff do not tackle misconceptions in pupils' learning consistently well. When this happens, some of the gaps in pupils' understanding remain.

Reading is central to the school and the curriculum. From the Reception Year, children learn the sounds they need to decode, blend and read words with accuracy. Staff give pupils who struggle the help they need to catch up quickly. They carefully select books for pupils to read, matched to their developing skills. This helps to build pupils' confidence. The school has strengthened its provision for older readers. These pupils enjoy reading high-quality, challenging texts that help them to develop their love of reading.

The school accurately identifies the needs of pupils with SEND. In partnership with outside agencies, the school agrees on the most appropriate ways to support pupils. Staff

use this advice and provide any adaptations to teaching that help pupils with SEND learn and succeed.

The inclusive and welcoming culture supports strong relationships between staff and pupils. From the early years, children quickly settle into well-established routines. These continue as pupils move up the school. Pupils behave well. Most demonstrate positive attitudes to learning. The school works closely with families to secure regular attendance for pupils. As a result of their efforts, most pupils now attend well.

In personal, social and health education, pupils learn about healthy relationships, dreams and goals and celebrating difference. They learn about changes to their bodies and how to keep fit, both physically and mentally. The school gives pupils lots of opportunities to study the local area. Pupils explore their Cornish heritage through visits to a local farm. Pupils learn about democracy by being voted into positions of responsibility, such as the school council or garden ambassadors. Through these roles, pupils actively contribute to the development of the school. The school helps pupils think about their futures through the 'cradle to career' project, which provides pupils with insights into a wide range of careers.

Trustees and members of the local monitoring committee provide strong strategic oversight. They expertly probe, challenge and support school leaders, so the school has a continuous focus on refinement and improvement. Staff receive a range of professional development opportunities from the trust. They feel valued and appreciate the steps the school takes to make their workload manageable.

Parents recognise and value the improvements that the school makes. They appreciate the commitment shown by the whole staff team. Parents see the school as the centre of their community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teaching does not identify pupils' misconceptions. This means that sometimes pupils misunderstand aspects of what they are learning. The school and trust should ensure that staff have the knowledge and expertise to address misconceptions swiftly and effectively.

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	143992
Local authority	Cornwall
Inspection number	10394015
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	Board of trustees
Chair of trust	Anita Firth
CEO of the trust	Dr Jennifer Blunden
Headteacher	Rob Chirgwin
Website	www.mullion-ji.cornwall.sch.uk
Date of previous inspection	11 March 2025, under section 8 of the Education Act 2005

Information about this school

- The school transferred to the Truro & Penwith Academy Trust in January 2023.
- The school uses one registered and one unregistered alternative provider.

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.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and design and technology. 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 considered the curriculum in other subjects.
- The lead inspector listened to some pupils in Years 1, 2 and 3 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: met the designated safeguarding lead; checked the single central record of adults working in the school; took account of the views of 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 at lunchtime. They spoke with pupils and staff about behaviour.
- Inspectors spoke with a range of staff to discuss how the school supports their workload and well-being.
- Inspectors spoke with some parents at the start of the school day. They considered responses to Ofsted Parent View, including free-text comments. Inspectors also considered responses to Ofsted's staff survey.

Inspection team

Gavin Summerfield, lead inspector

His Majesty's Inspector

Kelly Olive

His Majesty's Inspector

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