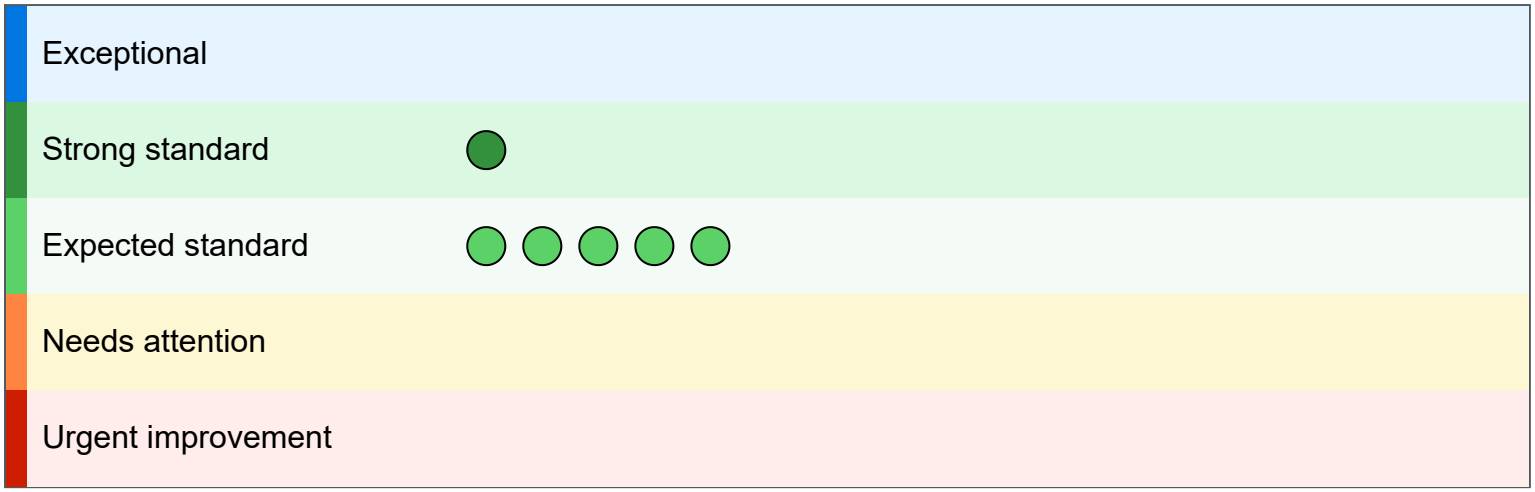
St Ives Junior School

Address: The Burrows, St Ives, Cornwall, TR26 1DN

Unique reference number (URN): 111800

Inspection report: 20 October 2026



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.

Strong standard

Personal development and wellbeing

Strong standard

Pupils benefit from a very well-considered personal development programme. The curriculum teaches pupils valuable knowledge for the future. Pupils know how to keep themselves safe online and know not to share personal information. They understand the risks associated with their local environment, including beach, road and rail safety.

Leaders provide high-quality pastoral support to promote pupils' mental health and wellbeing. Safe spaces, including the 'Haven' and the 'Habitat', offer pupils a calm environment to regulate their emotions, reflect and talk with caring staff.

Pupils develop a keen moral compass. They embrace the fundamental British values in the way they show empathy and tolerance. Pupils learn about racism, diversity and equality through presentations delivered by external visitors.

The 'St. Ives Junior School Award' ensures that pupils build character, confidence and life skills. Residential experiences improve pupils' independence and broaden their horizons. Experiences such as 'Sleep with the Sharks', outdoor adventure activities and beach visits provide memorable experiences beyond the classroom. Older pupils also visit London, deepening their understanding of the world beyond the school.

Pupils proudly contribute to school life through leadership roles, such as house captains and play leaders. School council members help shape school decisions, including the range of clubs on offer. They raise money for local and national charities.

Leaders provide an extensive range of extra-curricular opportunities, including chess, singing, craft and LEGO robotics. These nurture pupils' talents and interests. Sport plays a central role in school life. Pupils participate in a wide range of sports, including cricket, football, field hockey and netball. Pupils represent the school and compete in local and regional competitions and leagues. Leaders carefully monitor participation so that pupils with special educational needs and/or disabilities and those who are disadvantaged all benefit fully from these opportunities.

Expected standard

Achievement

Expected standard

The school prioritises helping pupils build the basic foundations they need. By the end of key stage 2, pupils typically achieve well. Outcomes in reading, writing and mathematics are above or broadly in line with national averages and compare favourably with those of similar schools. Disadvantaged pupils benefit from effective support, which helps to narrow attainment gaps and ensure they achieve more closely in line with their peers. Leaders recognise that some pupils have gaps in their writing skills and are taking action to strengthen handwriting and spelling across the school.

Pupils develop secure knowledge across the wider curriculum and show enthusiasm for learning. For example, in art and design, pupils demonstrate their understanding of techniques such as shading. They use appropriate artistic vocabulary to discuss their work, including grid sketching, the use of pressure to create effects and how artists capture light in their work.

Attendance and behaviour

Expected standard

Leaders promote the importance of pupils' regular attendance to parents and carers through newsletters and meetings. Although this remains below national figures, leaders' work is making a difference. They remain committed to strengthening attendance processes so that more pupils attend school consistently. Leaders carefully consider the unique circumstances of each pupil when addressing attendance concerns. They have established a range of supportive measures, including a free breakfast club, daily check-ins and other personalised support. This means pupils settle into the school day and feel confident seeking help from trusted adults when needed. As a result, persistent absence is reducing and attendance is steadily improving.

Pupils live up to the school's expectations of being 'ready', 'respectful' and 'safe'. Typically, pupils behave well and conduct themselves with maturity. This contributes to a calm atmosphere in classrooms and corridors. At social times, the playground is a highly engaging, purposeful and organised space. It offers a range of clearly defined activity areas, including music, skipping, construction and LEGO. These activities engage pupils successfully, encourage positive interactions and reinforce consistently respectful behaviour. Pupils do not see bullying as a significant issue, as staff deal effectively with any concerns that arise.

Curriculum and teaching

Expected standard

Leaders have successfully embedded a suitably broad, ambitious and well-sequenced curriculum. It identifies the knowledge that pupils need to know and remember and is suitable for mixed-age classes. Consistent routines and expectations help pupils focus and engage in their learning. Teachers check pupils' understanding carefully and address any misconceptions promptly. As a result, pupils build on their knowledge effectively, grapple with new concepts and deepen their understanding over time.

Reading is promoted throughout the school. Some pupils arrive in the school with gaps in their phonics knowledge. Leaders quickly identify these gaps. Staff provide timely support to help them catch up. Pupils benefit from a well-stocked library, known as 'The Hive', which offers a wide range of books from different genres and authors.

Leaders and staff support pupils with special educational needs and/or disabilities and disadvantaged pupils effectively. They adapt learning so these pupils can learn alongside their peers. For example, pupils may receive specific resources, such as word banks, to allow them to select appropriate vocabulary in their writing. Others benefit from tailored approaches, such as modified timetables and carefully selected resources, to help them engage with the curriculum and achieve success.

Inclusion

Expected standard

An inclusive culture runs throughout the school. Leaders strive to ensure that everyone belongs at St. Ives Junior School. As soon as pupils start school, leaders and staff get to know them and their families well. This enables staff to accurately identify pupils' needs and tailor their approach accordingly. Strong relationships underpin this work. Leaders identify pupils' needs early and ensure that pupils with special educational needs and/or disabilities and those facing additional barriers to learning access the curriculum and achieve well.

Leaders invest in staff training on social, emotional and mental health needs so pupils receive the right support. Staff use effective adaptations so that pupils can learn successfully alongside their peers. Visual timetables help pupils understand the structure of the day. Sensory breaks support pupils to regulate their emotions and maintain focus. Together, these approaches ensure that pupils settle successfully into the school day and engage positively in learning.

Leaders use funding for disadvantaged pupils effectively to improve their personal and academic outcomes. They actively seek ways to remove financial barriers for these pupils. Leaders work closely with external agencies, including the local authority, to ensure that pupils feel included, thrive and achieve success in their learning.

Leadership and governance

Expected standard

The school's motto, 'Learning together, Free to fly', embodies the strength of teamwork felt across the school. Leaders' clear direction and purpose foster a positive and supportive culture. They identify the right priorities for improvement, including strengthening the writing curriculum and improving attendance. Together, leaders and staff ensure that pupils' needs shape every decision. They prioritise the inclusion and success of disadvantaged pupils, pupils with special educational needs and/or disabilities and those who receive support from children's social care.

Leaders have high expectations for all pupils and help them build the confidence, determination and resilience needed to overcome challenges and achieve success.

Leaders consider staff wellbeing and workload. They involve staff in decision-making and consider how changes may affect their workload. As such, staff feel highly valued. Staff receive training from external specialists, such as educational psychologists, to develop their expertise. This helps them to identify and understand barriers to learning, enabling them to provide effective support and help pupils overcome these obstacles.

Governors provide effective oversight of leaders' work. They share the same high standards and expectations. Governors ensure that the school meets its statutory responsibilities effectively.

Leaders engage positively with parents and carers and the wider community. They seek the views of parents and carers and respond to their feedback. Most parents value the school and its place in the community. They appreciate the dedication of staff and the level of care shown to their children.

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

Staff greet pupils and their families each morning with warmth and care. Pupils know they belong. This stems from the positive relationships they forge with others. Bullying is rare because pupils understand the importance of showing courtesy, respect and kindness in their interactions with others. Pupils trust staff and feel confident that there is always someone they can turn to if they have a worry or concern. As such, pupils are happy at this nurturing and inclusive community school.

The school superpowers of ‘responsibility, reciprocity, reflectiveness, resilience and resourcefulness' help pupils, including those who are disadvantaged or have special educational needs and/or disabilities, flourish. They work hard in lessons and participate with enthusiasm. Pupils share their ideas confidently and ask thoughtful questions that deepen their understanding. They typically enjoy learning.

Through the ‘curriculum drivers’ of ‘curiosity, identity and diversity’, leaders encourage pupils to be ambitious and aim high. Staff share these high expectations for what pupils can achieve. Pupils live up to them. As they move through the school, pupils grow as capable individuals. They gain the knowledge, skills and confidence they need for the next stage of their education. By the end of Year 6, pupils generally achieve outcomes in reading, writing and mathematics that are in line with national averages.

Attendance remains a priority for leaders. They work closely with families and external agencies to remove barriers to attendance and provide targeted support. As a result, attendance is improving steadily across the school.

Personal development is central to the school’s ethos. Pupils celebrate Cornish culture and traditions through the ‘Esedhvos’ event, sharing artwork, poetry and music with the local community. Pupils benefit from visitors, trips and cultural experiences that bring learning to life, broaden their horizons and inspire ambition.

Next steps

- Leaders should maintain their focus on improving pupils’ attendance so that it continues to rise.
- Leaders should continue to embed the writing curriculum and ensure that staff deliver it consistently well to secure some pupils' foundational knowledge and skills, particularly in handwriting and spelling.

About this inspection

The chair of the board of governors in this school is Brian Selman.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on Tuesday 20 and Wednesday 21 October 2026.

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, governors including the chair of the board, staff, pupils and parents and carers.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Ali Watts

Lead inspector:
Gavin Summerfield, His Majesty's Inspector

Team inspectors:
Mark Burgess, Ofsted Inspector
Rachel Olivant, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 20 October 2026

School and pupil context

Total pupils

197
Close to 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: 268

School capacity

280
Close to 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)

41.12%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.06%
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: 4.1%

Pupils with special educational needs (SEN) support

14.72%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	62%	Above
2023/24 (final)	67%	61%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	75%	Above
2023/24 (final)	83%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	74%	72%	Close to average
2023/24 (final)	76%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	82%	74%	Above
2023/24 (final)	84%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	47%	Above
2023/24 (final)	50%	46%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	79%	63%	Above
2023/24 (final)	69%	62%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	59%	Close to average
2023/24 (final)	56%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	61%	Above
2023/24 (final)	81%	59%	Above

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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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	50%	67%	-17 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	79%	81%	-2 pp
2023/24 (final)	69%	80%	-11 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	78%	-7 pp
2023/24 (final)	56%	78%	-21 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	81%	79%	2 pp

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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
2025/26 (1 term)	8.0%	5.1%	Above
2024/25 (3 term)	6.9%	5.2%	Above
2023/24 (3 term)	7.6%	5.5%	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
2025/26 (1 term)	25.6%	14.4%	Above
2024/25 (3 term)	18.8%	13.0%	Above
2023/24 (3 term)	21.2%	14.6%	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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