

Crowan Primary School

Moorfield, Praze-An-Beeble, Camborne, TR14 0LG

Inspection dates 28–29 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and work hard in lessons. They enjoy coming to school, which is reflected in their punctuality and above average attendance.
- The headteacher has provided the school with strong leadership and, along with the governors, has established a culture where good quality teaching is the expectation from all teachers.
- Teachers plan exciting lessons with interesting tasks that meet the needs of all pupils in the mixed year group classes. Pupils with a disability or special educational needs make good progress due to the good teaching and the support they receive from the teaching assistants.
- The substantial improvement in the quality of teaching since the previous inspection has been key to securing and sustaining the improvements in pupils' achievement, which is now good.
- Pupils refer to their school as somewhere they are proud to be associated with. They respect each other and their teachers well and demonstrate this with their good behaviour and safe practices around the school.
- Governors are responsive and have increased their capacity to support the headteacher. They have successfully challenged teachers to improve their teaching.
- Pupils are encouraged to read a wide range of different texts and this has ensured that pupils' reading ability is above average.

It is not yet an outstanding school because:

- Pupils' achievement in mathematics, although improving, is not as good as in reading and writing. Some pupils still have some gaps in their basic mathematical skills that are limiting their ability to apply these when solving problems.
- Pupils, particularly the more able, are not being challenged enough to move on quicker to work where they have to think for themselves.
- Teachers do not always modify tasks for pupils in lessons following their responses to the teachers' questions.
- Pupils' individual targets in English and mathematics do not clearly explain how they are linked to their National Curriculum target level.

Information about this inspection

- The inspection was carried out with half a day's notice and took place over two days.
- The inspector visited nine lessons and observed five teachers. The headteacher joined the inspector for a number of observations.
- Discussions were held with the headteacher, staff, pupils, governors and a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- The inspector took account of the 16 responses to the on-line Parent View survey and the 13 responses to the staff questionnaire received during the inspection.

Inspection team

John Cavill, Lead Inspector

Additional Inspector

Full report

Information about this school

- Crowan is a smaller than average-sized primary school.
- The school joined the Helston and Lizard Peninsula Education Partnership Trust and acquired foundation status in January 2012.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils who are known to be eligible for the pupil premium is below average. The pupil premium is extra money given to schools by the government to support, amongst others, pupils who are known to be eligible for free school meals and those from service families.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The local pre-school is housed within the school but is managed separately and is not part of this inspection.

What does the school need to do to improve further?

- Improve standards in mathematics so that they are equal to those in reading and writing, by ensuring the mathematics curriculum secures pupils' basic calculating skills early so pupils can effectively apply these to problem solving.
- Raise the quality of teaching to outstanding overall by:
 - ensuring teachers use information gained from questioning pupils in lessons about their progress to reshape tasks and improve learning
 - raising teachers' expectations of what pupils can do, particularly the more able, and moving them on quicker to undertake independent work and think for themselves
 - making sure that pupils are able to understand the link between their targets in English and mathematics and the level they are expected to achieve.

Inspection judgements

The achievement of pupils

is good

- Reception Class children start school with skills and abilities that are generally below what would normally be expected for their age, particularly in literacy and numeracy. However, different years vary and the range of abilities is often wide.
- Children make good progress in the Early Years Foundation Stage because teaching is stimulating and learning activities are well matched to pupils' individual needs and ability.
- All pupils, including disabled pupils, those who have special educational needs and those who are eligible for the pupil premium funding, continue their good progress through the school.
- Since the previous inspection, leaders have secured improvements in achievement in English and mathematics. They are successfully closing the gap that existed due to a legacy of underachievement in mathematics and the previous lack of focus on basic mathematical skills in number and calculation. However, standards in mathematics still trail slightly but are now broadly similar to English and the national average at the end of Year 6.
- Inspection of the work of current pupils indicates that rapid progress is now being seen. This follows the improvements made by the new subject leader to the teaching of mathematics. In an outstanding mathematics lesson, Year 3 and Year 4 pupils were solving challenging problems independently using a variety of calculation methods. This demonstrates the success of the recent drive to focus on the basic skills within the curriculum.
- The proportion of pupils who make and exceed expected progress compares favourably with national averages and is improving. The proportion of pupils currently at the school who have exceeded expected progress is higher than the national average.
- Pupils say that they enjoy reading and are fluent readers because the teaching of letters and sounds is effective. Attainment is at least average for most pupils, both at the end of Year 2 and by the time they leave the school in Year 6.
- Pupils are very articulate and able to communicate well verbally, explaining what is, and what is not, understood. This is helping them to take more responsibility for their own learning and was seen effectively used in a Year 5 and Year 6 mathematics lesson, where pupils were required to work together to solve a problem. The discussions were highly productive and provided solutions that were put onto the 'learning wall' for future reference.

The quality of teaching

is good

- Teaching is consistently good, and some is outstanding ensuring that progress is good. It has improved since the previous inspection because leaders check the performance of teachers carefully and have successfully challenged underperformance.
- Pupils' work is checked regularly and teachers include constructive feedback using 'two ticks and a wish' which is understood well by pupils. Individual targets for pupils help them to check what they need to do in order to improve. However, these are not explicitly linked to attainment levels and pupils report that they are not clear about what will enable them to move onto the next level.
- In all classes, pupils demonstrate enjoyment in their learning. However, whilst all teachers encourage pupils to work independently and think for themselves, this sometimes is limited in the lesson and takes time to happen. In these few cases pupils can spend too much time listening to the teacher talk. This affects some pupils' ability to make faster progress, especially the more able.
- Teachers plan lessons well and use their good subject knowledge to ensure that learning tasks are well matched to pupils, regardless of ability, starting point or special educational needs.
- In the best lessons, learning is good or better because teachers are skilled and able to adjust the learning for individual pupils quickly. In the Year 1 and Year 2 literacy lesson on story writing,

pupils were moved between groups to ensure that the task best reflected their learning needs at that time. This was based on accurate assessment and probing questioning of individuals to seek out areas of their learning that still needed supporting. Consequently, all pupils made good progress in the lesson. However, this is not always the case and questioning to monitor progress is not always followed up so effectively.

- Good teaching in the Reception class ensures that children have a good start to school. In an effective Reception class lesson, children played together well choosing their own activities. The teacher and teaching assistant expertly targeted individual children to undertake follow-up activities building on the learning in the morning session.
- All parents who responded to the questionnaire said they are happy with the way their children are taught at school and that they make good progress.

The behaviour and safety of pupils is good

- Good behaviour and positive attitudes ensure that all pupils come to school ready to learn.
- In lessons, pupils are respectful and work hard. The relationships between pupils and adults are strong. Pupils have a strong moral code, fully understanding right from wrong. Very infrequently pupils display some inappropriate behaviour, such as chatting to each other at the wrong time. However, this is rare and is usually limited to times when the teachers are not expecting enough from pupils in the lesson.
- Pupils are very proud to go to school at Crowan. They are especially appreciative of the extra-curricular activities the school provides and were especially proud of their sporting achievements in football and cricket.
- Their behaviour around the school is good, especially when they are playing outside together or moving around the school. Older pupils assume roles of responsibility, such as house captains, supporting younger pupils at break times by undertaking 'playground patrols' or talking with them at the 'buddy bus stop'.
- All pupils, including those in the Early Years Foundation Stage, say that they are very happy and feel safe at the school. The majority of parents who responded to the questionnaire agreed that behaviour and safety are good.
- A few parents raised some concerns regarding bullying at the school. Pupils demonstrated a good understanding of the different forms of bullying and said that there is no bullying of any kind, including physical, emotional and cyber bullying. They also said that teachers and other adults at the school would quickly resolve any problems that they may have.
- Attendance has remained consistently above average for the last three years.

The leadership and management is good

- The headteacher, along with other leaders and governors, is fully committed to continuing the improvements already made at the school in teaching, pupils' achievement and in middle leadership, especially in mathematics, ensuring that they are sustainable. They share a common purpose to improve further the outcomes for pupils and have demonstrated a clear capacity to further improve.
- Leaders track how well pupils are doing regularly. This allows for leaders to set challenging targets and monitor the performance of individuals and groups, including those with a disability, special educational needs or those who are supported by pupil premium. Any underperformance is identified and targeted intervention activities are monitored well to ensure that they are effective.
- Leaders monitor and challenge the performance of teachers well. They ensure that teachers meet the requirements of the national Teachers' Standards and their pay reflects how well pupils learn. Membership of the Helston and Lizard Peninsula Education Partnership Trust is bringing a wider range of good quality training and support, which the school uses well to improve teaching

and learning.

- The curriculum is enriched by a wide range of visits and additional events, such as the recent trip to The Hall for Cornwall to see a production of 'The Vile Victorians', which contributed well to work on the Victorians. While these visits are used to stimulate learning, they also improve pupils' social skills and promote their spiritual, moral, social and cultural development as they experience the wider community.
- Pupils are encouraged to embrace other cultures and their local heritage. Pupils' visits to the local cultural diversity day and playing 'Miners Cluedo' in a disused tin mine demonstrate the school's commitment to developing pupils' understanding and tolerance.
- Leaders rigorously manage all statutory requirements relating to safeguarding.
- The local authority has supported leaders with some focused work to help secure improvements at the school. The authority is now providing much lighter touch support to this good school.
- **The governance of the school:**
 - The governing body has supported the headteacher's drive to improve teaching at the school and knows how well the school is doing. The governors are fully supportive of senior leaders and have successfully challenged teachers where their teaching is not at least good. Governors have high expectations of teachers and review their performance to ensure that any salary progression reflects the quality of teaching and leadership responsibilities. Governors check the progress of the pupils and know how well they are doing. They contribute to self-evaluation well and judge how effectively actions taken by the school lead improvements in pupils' achievement. Governors monitor the funding allocated to the school well, especially that received through the pupil premium. They are aware of the impact that spending at the school is having on pupils' achievement and work closely with leaders to ensure that the school sees value for money. For example, the governors check whether pupils in receipt of pupil premium funding make better progress as a result of specific additional support.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111810
Local authority	Cornwall
Inspection number	401205

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Simon Willis
Headteacher	Paul Hunkin
Date of previous school inspection	18–19 May 2010
Telephone number	01209 831455
Fax number	01209 831000
Email address	head@crowan.cornwall.sch.uk

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