

# Halwin School

Porkellis, Helston, Cornwall TR13 0EG

<b>Inspection dates</b>	19–20 January 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, with governors and the support of the local trust, has secured rapid school improvement since her appointment.
- Leaders and managers at all levels, including governors, share an unrelenting and effective commitment to the continuing improvement of teaching, learning and assessment in the school.
- Pupils get off to a good start in the early years and continue to make good progress across the rest of the school.
- Pupils' attainment is broadly average by the end of Year 6 in reading, writing and mathematics, and is improving steadily over time.
- Teachers plan exciting and purposeful activities within the mixed-age classes that motivate pupils and develop their skills.
- Teaching assistants make a significant contribution to pupils' learning. They support pupils who are falling behind in their learning to good effect.
- The early years provision is good. Children enjoy a wide range of experiences, which develop their curiosity and a love of learning.
- Improvements to the school environment have resulted in an exciting and stimulating outside area which is very well resourced.
- The school's work to keep pupils safe is good. Parents welcome the high quality of care and guidance provided by staff.
- The behaviour of pupils is good, as is their attitude to learning. They say that they enjoy coming to school and are great ambassadors when they represent the school. They work and play supportively together.
- Pupils benefit from a good curriculum and a range of enrichment activities, which the parents value highly. Many of these are arranged through the trust and show good use of sports funding.

### It is not yet an outstanding school because

- Pupils are sometimes unclear about what is expected of them in lessons, relying on adults to help them and not thinking for themselves.
- Teachers do not ensure that all pupils check their work consistently, leading to errors both in calculation and spelling.

## **Full report**

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

### **What does the school need to do to improve further?**

- Ensure that all pupils are clear about what they need to know, understand or do in every lesson so that they become confident in their learning.
- Encourage and support pupils to take responsibility for making their work as good as it can be, thinking for themselves, checking and correcting their own work and supporting their peers.

# Inspection judgements

## Effectiveness of leadership and management

is good

- The drive of the headteacher, supported by governors and staff, and the vision that every child should achieve the best that they can, lie at the core of the school's strong leadership. The outcome is that the quality of teaching, learning and assessment are now good across the school, as is pupils' achievement.
- Leaders give teachers clear targets for improvement that are closely linked to raising individual pupils' achievement. These are reviewed on a termly basis and staff are held to account in meeting these targets. There has been a good programme of well-targeted professional development. For example, there has been training to improve the teaching of calculation within the school and this has been an important factor in helping to raise achievement in numeracy, which was an area for improvement identified in the last inspection.
- Leaders and staff monitor assessment information carefully to make sure that all groups of pupils are making rapid progress. Leaders check the accuracy of school assessments by sharing information across other schools in the trust.
- Funds are allocated to ensure that those in danger of falling behind receive the support they need to catch up. Pupil premium funding is put to very effective use. As a result, no groups of pupils are performing less well than their classmates.
- Leaders make sure that there are opportunities for all pupils to take part in a range of activities, which helps to support their good progress. This includes working with other schools in the trust and the teaching school to provide enrichment for pupils, such as mathematical challenges for the most-able pupils.
- The school uses the sport premium well to widen the range of physical activity for pupils. Specialist sports coaches are employed to work with pupils and staff in a variety of activities, including beach safety and water confidence and outdoor educational challenges such as archery. Leaders check to ensure that the funding is having a positive impact on improving healthy lifestyles and increased participation in sports, including a wide variety of sporting competitions, at all levels, with other schools.
- Leaders work with parents very well, with the aim of helping them to support their children's learning. For example, parents were asked to come into school and talk about their jobs as part of 'aspirations week'. Pupils said how much they learnt from these talks. The warm relationships that have been established between staff and parents have lifted pupils' confidence in school and learning.
- The curriculum is well balanced and promotes pupils' progress very successfully by providing them with exciting and engaging activities and 'challenges'. For example, in a physical education lesson, pupils were encouraged to challenge each other as 'athletes' and 'coaches', devising exercises to develop a range of physical skills. Parents are quick to acknowledge their appreciation of how much their child's learning has improved as a result of the revised curriculum.
- The school places a strong emphasis on pupils' spiritual, moral, social and cultural development through local, national and world studies. The school promotes an ethos of tolerance and respect for others through its daily work and special occasions such as assembly themes led by external visitors. Pupils are well prepared for life in modern Britain.
- The local authority provides good support for the school, as does the Teaching School.
- **The governance of the school:**
  - The governing body provides effective support to the new headteacher and senior leaders in the school. Governors question staff and leaders carefully, holding them to account for pupils' achievement and making sure that any pupils whose circumstances may make them vulnerable receive swift support. Governors know how well the school is doing and how it compares with other schools through detailed reports from the headteacher and their own first-hand evidence. Governors visit the school very regularly to observe the day-to-day life of the school. As a result of this, they have a secure understanding of the quality of teaching, learning and assessment in the school, as well as standards of behaviour, welfare and personal development. Governors manage school finance very efficiently to secure value for money. For example, they ensure that extra support provided through additional funding accelerates the progress of disadvantaged pupils. Governors have established clear links between teachers' pay and performance so that pay awards are based on merit.

- The arrangements for safeguarding are effective and meet statutory requirements. Policies and practices are clear and the school works well with outside agencies to keep children safe. Parents say that they have every confidence in the school to take care of their children.

## Quality of teaching, learning and assessment

**is good**

- Teachers plan lessons which engage and enthuse pupils, providing a range of interesting activities. Teachers use good subject knowledge when questioning pupils, so deepening their understanding. Reading, writing and mathematics are taught well.
- Very effective teaching provides pupils with opportunities to offer their views and develop their ideas through detailed discussion. For example, in a science lesson, well-organised group investigation elicited a buzz of enthusiasm, resulting in some excited discussion of hypotheses about possible outcomes.
- All groups of pupils, including the most able, respond positively to the 'challenges' given to them by teachers. Frequently, pupils discuss their learning with each other. They think carefully about what they are doing and how to improve their work. They say that the 'learning walls' in the classrooms help them with their literacy and mathematics skills.
- Teachers assess pupils' progress well, using information to support future planning and consolidate pupils' learning. They mark pupils' work carefully and well.
- Teachers develop pupils' understanding through a peer marking system. Pupils say that this helps them to learn and that identifying what needs to be improved 'makes you cleverer'. However, some pupils do not check their own work carefully enough so that simple mistakes are not picked up.
- Parents say that they are very pleased with the quality of teaching in the school. They feel fully involved in their child's learning. They particularly value involvement in events such as the 'aspirations week', where pupils were encouraged to think about future job roles, and science week. Parents say they are happy with the homework provided.
- The teaching of phonics (the links between letters and the sounds they make) is effective and carefully planned in each year group. The teaching of reading is a school priority. Pupils say they enjoy reading and read regularly at home.
- Occasionally, teachers do not explain clearly what is expected of pupils or break down the steps in learning. On these occasions, pupils lose confidence and depend on adult support for help.

## Personal development, behaviour and welfare

**is good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have a good understanding of different types of bullying. They say that they feel very safe at school. Parents agree, saying that on the very rare occasions where bullying occurs it is swiftly dealt with.
- Pupils know about the risks posed by the internet as a result of the school's work on e-safety; there are posters and reminders in the computer suite and around the school about this.
- The building is safe and secure. Prefects have a role in keeping themselves and others safe during the school day by checking that doors and gates are locked.

### Behaviour

- The behaviour of pupils is good.
- Pupils enjoy taking responsibility. For example, prefects take part in a range of jobs to ensure that pupils' conduct around the school is good.
- Pupils show consideration of the views offered by their peers. They enjoy explaining their work to each other and show empathy and understanding when discussing work together. Older pupils are particularly pleased to help the younger pupils with their learning. Pupils on the school council were very proud of the fact that they represented other pupils' ideas in the design of the new adventure playground.
- Pupils get on very well together and no rough or inappropriate play was observed during the inspection. Pupils enjoy the wide range of things to do in the playground, including wall games and a music area fully equipped with drums.
- Pupils are proud of their school. They are well mannered and polite and show respect for each other and

adults in the school. Pupils demonstrate good attitudes to learning and respond eagerly to the challenges that teachers present to them during lessons.

- Staff work supportively with parents to develop pupils' self-confidence and resilience. Parents say there is a strong partnership between home and school, which has improved pupils' enjoyment of learning.
- Attendance has improved over time and is currently average. Leaders work closely with parents to improve attendance and the school is rigorous in its approach to pupils being taken out of school.

## Outcomes for pupils

are good

- Most children join the school in the Reception class, arriving with skills and abilities at levels broadly typical for their age, but a little below in literacy skills and their ability to manage feelings and behaviour, moving and handling. From these starting points, pupils achieve well across the school.
- Most pupils make good progress in Key Stage 1, and in 2015 attained well in reading, writing and mathematics at the end of Year 2.
- In 2015, pupils' attainment by the end of Year 6 in reading, writing and mathematics was broadly average after a dip in results in 2014. The school's accurate records show that the attainment of pupils in the school currently compares favourably with national averages.
- Pupils successfully develop skills in reading in all three classes. This is seen in the continuing above-average results in the Year 1 phonics screening checks. Pupils read frequently at school, both for enjoyment and to learn across a range of subjects.
- Pupils' work provides evidence of imaginative writing, with good use of descriptive language and phrasing such as, from a Year 5 pupil, 'luscious tree canopies'. Pupils continually strive to improve their writing skills in lessons through the peer marking process. Speaking and listening skills across the school are also good and older pupils have a wide vocabulary.
- Standards in mathematics in the school were below those in English in the national tests in 2015. However, actions taken by the school show that pupils are now making more rapid progress and attainment is improving, particularly for the most-able pupils; some of these pupils take part in a 'maths challenge group' at the local teaching school, alongside other pupils in the local trust.
- Pupils in receipt of pupil premium funding receive extra adult support in reading, writing and mathematics. The number of eligible pupils in each year group is too small to analyse or make comparisons.
- Disabled pupils and those who have special educational needs benefit from extra support and progress as well as their classmates.

## Early years provision

is good

- Children's achievement in Reception is good. Children learn across a range of activities indoors and in a secure outdoor area. For example, during the inspection children were developing their language and investigative skills by talking about how ice melts in the water tray in the outside area.
- Children's skills on entry vary considerably from year to year but are, overall, slightly below those typical for their age. From these starting points they make good progress during the Reception year. The proportion of children who reach a good level of development across the areas of learning is slightly higher than average, leaving them well prepared to start Year 1.
- The teacher makes effective use of a well-resourced outdoor area which has been significantly developed since the last inspection; this is used to reinforce skills in literacy and numeracy as well as develop skills in all seven areas of learning.
- Children made strong progress in mathematics in 2015, as well as in understanding the world, being imaginative and making relationships. This was borne out during the inspection, where groups of children were seen working together to play letter games, discuss the characteristics of an imaginary person and challenge each other in a counting activity.
- Parents say that they like the system where they can contribute to their children's 'learning journey' electronically in the Reception class. Staff get to know the children well and work closely with parents to help them settle into day-to-day routines. Staff work very effectively to keep children safe. Consequently, children learn and play confidently together.

- Disadvantaged children are quickly identified, and effective support is put into place to make sure that they achieve in line with their peers. This is also the case for children with special educational needs.
- Staff take every opportunity to develop children's responsibility in learning by encouraging them to tidy up and replace equipment carefully after use. Children behave extremely well and support each other, showing good levels of interest and curiosity. Children were keen to share their work with the inspector during the inspection.
- The early years provision is well led and managed by a temporary teacher. The Early Years Foundation Stage manager returns to her post in February 2016 and planning is in place to manage the transition.

## School details

<b>Unique reference number</b>	111828
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10002443

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	76
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Loveday Jenkin
<b>Headteacher/Principal/Teacher in charge</b>	Vicky Sanderson
<b>Telephone number</b>	01209 860329
<b>Website</b>	<a href="http://halwin.co.uk">halwin.co.uk</a>
<b>Email address</b>	<a href="mailto:secretary@halwin.cornwall.sch.uk">secretary@halwin.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	6–7 November 2013

## Information about this school

- The school is much smaller than the average-sized primary school.
- The headteacher joined the school in September 2014.
- The school is a member of the The Southerly Point Cooperative Educational Trust.
- The school runs a before- and after-school club.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium is lower than average and is decreasing further. Consequently, given the size of the school, there are very few eligible pupils in each year group. The pupil premium is additional government funding to give extra support to pupils known to be eligible for free school meals or who are looked after.
- The proportion of pupils who are disabled or have special educational needs is much lower than the national average and varies significantly from year to year across the school.
- The proportion of pupils entering or leaving the school at other than normal times is slightly lower than average.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by Year 6.
- Children in the Early Years Foundation Stage class are admitted on a full-time basis and are accommodated in a mixed Reception and Year 1 class. All other pupils are taught within two classes, one comprising Years 2, 3 and 4, and the other Years 5 and 6.

## Information about this inspection

- A meeting was held with a representative group of pupils, who brought their topic books along for discussion. Specific groups read to the inspector and other pupils were spoken to during the inspection.
- The inspector observed teaching in six lessons and parts of lessons, three jointly with the headteacher, as well as conducting a 'learning walk' around the school. A visit was made to an assembly.
- The inspector met with a group of governors. She held a telephone conversation with a member of the local authority staff as well as a local headteacher representing the local trust's teaching school.
- A meeting was held with a group of parents. The inspector took account of 15 parental responses to the online questionnaire (Parent View).
- The inspector considered 10 questionnaire returns from staff.
- The inspector examined the school's work, and looked at a number of documents, some of which are displayed on the school's website. These included the school's own information and checks on pupils' progress and achievement, minutes of governors' meetings and evaluations of the quality of teaching and learning and planning.
- The inspector consulted records relating to pupils' behaviour, attendance and child protection referrals. She also checked the school's safeguarding policy, procedures and practice.
- The inspector consulted the school's primary sport funding action plan and the pupil premium funding action plan. She also examined the school's work in updating procedures for assessing pupils' progress.
- The inspector considered science provision in the school.

## Inspection team

Julie Jane, lead inspector

Ofsted Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

