

# Inspection of a good school: Halwin School

Porkellis, Helston, Cornwall TR13 0EG

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Inspection date:

16 November 2021

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

This is a welcoming and caring school. Staff know the pupils well and work hard to meet their academic and emotional needs. The strong staff and pupil relationships make it a positive learning environment. Pupils are happy and say they enjoy attending this school.

Pupils behave well. Pupils learn about the importance of treating others respectfully and fairly. They understand and accept people's differences. They are kind and considerate towards one another. Parents are positive about the school. They appreciate the work of staff to create a nurturing environment for their children.

There is limited evidence of bullying. Pupils say that it rarely happens. If it ever does, they say that staff deal with it quickly. They know how to keep themselves safe online and are aware of the risk they may face.

Pupils study a broad range of subjects. In some subjects, pupils do not learn important content. As a result, they struggle to fully understand what they are studying. Pupils say they enjoy their lessons. However, in some cases, pupils are not challenged by what they are studying.

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

Leaders have clear ambitions for the school. The executive headteacher is now on site full time. This is adding capacity to leadership on a day-to-day basis. Leaders and governors have an accurate understanding of the school's strengths and areas for development. With the support of the trust, work is underway to drive forward improvements. The school has prioritised improving the curriculum, but this work is in its early stages.

In some subjects, such as mathematics, the curriculum is clear and well organised. It specifies what pupils learn and in what order. As a result, pupils learn the mathematics

curriculum well. Teachers regularly check what pupils know and adapt their teaching to support pupils' learning. However, pupils are not given regular opportunities to practise their basic number knowledge. As a result, some pupils struggle to remember simple sums.

In the wider curriculum, pupils in mixed-aged classes cover a range of subjects. They find the topics they learn are interesting as they often reflect the local area. The curriculum planning in these subjects, however, is in its infancy. Plans do not always identify what all pupils should learn. As a result, pupils do not learn the most important content for the range of subjects in the national curriculum. Teachers' subject knowledge is not secure in all subjects. This limits their ability to plan an ambitious curriculum. Leaders are aware of these issues and are working to bring about changes.

Leaders have plans to introduce a new phonics programme in January 2022. In the early years, children are well supported to learn how to read. Pupils have books that match the sounds they are learning, which is starting to help pupils to develop their early reading skills. Some older pupils do not yet read accurately and fluently. Leaders have plans to support these pupils.

Staff support pupils with special educational needs and/or disabilities (SEND) well. They adapt their teaching to ensure pupils with SEND learn successfully alongside their peers. Staff know pupils well and use this knowledge to ensure that all pupils are well supported.

The school provides opportunities for pupils' wider development. Pupils are given a broad range of opportunities to go on trips, join clubs or take roles of responsibility in the school. Pupils speak enthusiastically about these opportunities.

In discussion with the headteacher, the inspectors agreed that the curriculum, including early reading, may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular training and updates on safeguarding issues. Staff are aware of their responsibilities and how to report concerns if they have any. Pupils are aware who to talk to if they are worried about themselves or their peers. Leaders know pupils and their families well. Record-keeping is effective and shows that when needed leaders use external agencies to provide help to pupils and families.

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

### **(Information for the school and appropriate authority)**

- Leaders need to ensure that the new early reading programme is implemented successfully. They must make certain that it is taught consistently well by all staff involved. Leaders need to ensure that pupils in key stage 2 and older pupils in key stage 1 who are not yet accurate and fluent readers are supported to catch up quickly.

- Teachers' subject knowledge is not strong enough. As a result, the curriculum in most subjects is not ambitious. Pupils are not being taught the necessary knowledge they need. Teachers are unable to check for misconceptions or subject-specific knowledge. This limits pupils' learning in a range of subjects. Leaders need to ensure teachers have a clear understanding of subject concepts and principles.
- The curriculum is not fully implemented in most subjects. Leaders need to plan how they can develop the curriculum further. Their current plans do not provide enough detail for them to evaluate the impact of their actions. Leaders should ensure their planning specifies in sufficient detail what they want pupils to learn over time.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Halwin School, to be a good in January 2016.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143980
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10200933
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	73
<b>Appropriate authority</b>	Board of Trustees
<b>Chair of trust</b>	Kevin Thomas
<b>Headteacher</b>	Richard Lawrence
<b>Website</b>	<a href="http://www.halwin.co.uk">www.halwin.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of Southerly Point Co-Operative Multi-Academy Trust. It became an academy in 2017. The executive headteacher was appointed in the same year.
- The school has an on-site pre-school provision.
- There is a breakfast and after-school club for pupils who attend the school.
- The school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the executive headteacher, subject leaders, groups of teaching and support staff, representatives from the governing body, including the chair, and the chief executive officer of the multi-academy trust.
- Inspectors conducted deep dives in: early reading, mathematics and science. They discussed the curriculum with subject leaders, staff and pupils, visited lessons and looked at pupils' work.

- Inspectors listened to pupils in key stages 1 and 2 read to an adult.
- Inspectors evaluated the effectiveness of safeguarding. They looked at the school's records and at how staff work to keep pupils safe.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered 22 responses to the Ofsted online survey, Ofsted Parent View, including 68 free-text responses. They also looked at 20 responses to the pupil survey and 13 responses to the staff survey.

### **Inspection team**

Jen Gibbs, lead inspector

Her Majesty's Inspector

Jane Dennis

Her Majesty's Inspector

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