

Crowan Primary School

Inspection report

Unique Reference Number	111810
Local Authority	Cornwall
Inspection number	289058
Inspection dates	12 June 2007
Reporting inspector	Kevin Jane HMI

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

Type of school	Community school
School category	Primary
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	128
Appropriate authority	The governing body
Chair	Mr Frank Curnow
Headteacher	Mr Paul Hunkin
Date of previous school inspection	9–10 December 2002
School address	Moorfield Praze-an-Beeble Near Camborne, Cornwall TR14 0LG
Telephone number	01209 831455
Fax number	01209 831000

Age group	4–11
Inspection date(s)	12 June 2007
Inspection number	289058

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspector's of Schools for one day. The inspector investigated the following: standards and achievement, personal development and well-being, teaching and learning, the curriculum, care, guidance and support and leadership and management. Evidence was gathered from a scrutiny of documentation, including the school's own evaluation of performance, lesson observations and interviews with staff, governors and the headteacher. In addition, a group of children discussed their views of the school with the inspector and all parent questionnaires returned were examined. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments were not justified, and these have been included where appropriate in this report.

Description of the school

Crowan Primary is a smaller-than-average-size school serving the rural village of Praze-an-Beeble and its surrounding area in West Cornwall. The percentages of pupils known to be eligible for free school meals, those from minority ethnic groups and those with English as an additional language are well below national averages. The percentage of pupils with a statement of special educational needs is in line with national averages. There has been a significant turnover in staff recently and the current headteacher has been in post for less than one year.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade 3

Crowan Primary School provides a satisfactory standard of education, with some notable strengths in the personal development and well-being of the pupils. The youngest children get off to a good start and by the end of their first year are working well within the standards expected for their age in all areas of learning, including personal development. This represents good progress from a broadly average starting point when they enter the school. By the time the pupils leave the school at age 11, standards in English, mathematics and science are above the national average and have consistently been so over the last few years. Boys tend to perform better than girls overall. The progress that pupils make throughout the school is satisfactory, but the absence of a systematic and rigorous approach to monitoring and tracking the progress of individuals and classes means that the school cannot be sure that they are achieving as well as they can. The school has appropriate plans in place to improve this and to provide more precise information for parents so that extra help can be provided to those who need it. However, current target setting for the attainment of pupils is imprecise and lacks rigour and challenge.

The recently appointed headteacher is providing determined, measured and effective leadership. He has been successful in securing the full support of staff and governors in aiming to bring about improvements in the progress that pupils make and in developing the school at the heart of its community. His open management style has ensured that staff and governors are collectively committed to further improvement. The priorities for development, as set out in the school improvement plan, are clear. The great majority of parents are supportive of the school and welcome the opportunity for more involvement in their children's education, particularly in the progress that they are making. Governors, too, are developing their roles and responsibilities and welcome the opportunity to contribute to developments. Teaching staff accept that there is much to be done to improve their roles in leading subjects. They are facing the challenges ahead with enthusiasm and there are emerging signs that they have achieved success in improving provision for pupils who need extra help or those who are gifted and talented. All the conditions for improvement, therefore, are in place and prospects for improvement are promising. However, slow progress in addressing the recommendations of the previous inspection and the lack of evidence to demonstrate significant impact on the pupils' standards and progress mean that leadership and management overall are satisfactory.

The quality of teaching and learning is satisfactory, with some good aspects. Typically, clear learning objectives, very good relationships between adults and children and planned activities which enthuse them and sustain their concentration help to make lessons successful. In addition, the behaviour of the pupils is excellent. However, arrangements for assessing and tracking the progress of pupils are limited and this means that planning for the next steps in their learning are weak. Observations revealed that pupils are making satisfactory progress, but there are too few opportunities for them to take responsibility for their own learning, and the

marking of work by teachers does not tell them how well they have done or what they need to do to improve.

Similarly, the curriculum is satisfactory and the school has taken action to ensure that repetition in what pupils learn is avoided. However, too much content is taught at the expense of attention to planning for progression in skills and understanding in some subjects such as history and geography. Nevertheless, there is a good range of extra-curricular activities to attend and pupils enjoy and appreciate the visits to museums and the theatre and the residential experience for older groups. All this helps to enrich the experiences for pupils and there is a clear commitment from teachers to encourage them to enjoy their time in school.

Importantly, the pupils feel safe, supported and well cared for in school. Arrangements for safeguarding children meet current legal requirements and pupils report that they know who to go to if they feel troubled. Adults know the pupils well and set personal targets for them to improve in such aspects as their confidence and independence. The pupils know their personal targets well but the setting of academic targets is weaker. The school is well aware of this and has plans in hand to improve this aspect, but it is too early to detect significant impact of improvement yet.

Clearly, the safe and supportive environment contributes significantly to the personal development and well-being of the pupils, which is a strength of the school. Their spiritual, moral, social and cultural development is good. Behaviour in classes and around the school, at playtimes and lunchtime, is excellent and pupils have positive attitudes towards their work, each other and adults. They accept responsibility willingly and the school council and the house captains take their roles seriously and are proud of their contributions towards improving the school. This helps to develop their personal qualities as well as making a wider contribution to cultural understanding through participation at local community festivals and events. They are encouraged to reflect on their feelings through 'circle time' activities and the rewards and sanctions for behaviour are clearly understood and respected. The pupils are aware of the importance of adopting a healthy lifestyle and are encouraged in this through the provision of regular exercise, a balance of options at lunchtime, and fruit snacks and water being available. The pupils really do enjoy their time in the school; this is reflected in the high attendance rates and is best summed up by one child who said that, "Being in school is better than going home because of the fun things we do and the friends we have here." Another said, "Everyone feels safe, the teachers and adults are kind and helpful and being in a small school means that you know everyone."

The views of two parents accurately sum up the school: "Crowan is a well-run and friendly school. The staff are extremely kind and very helpful and quick to sort out any problems." Another said, "Our daughter loves school. She is being encouraged to learn and enjoys the environment she is in." While these positive elements are important and should not be dismissed lightly, the school cannot yet be judged as a good school because of weaknesses in aspects of leadership and management, assessment and monitoring of pupils' progress and in the academic guidance they

are given in lessons. The school has correctly identified these aspects for improvement through sound procedures for evaluating its own performance but more urgency is required to implement these priorities for improvement so that the school meets its declared intentions to offer the very best for the pupils.

What the school should do to improve further

- Monitor more rigorously the implementation of the school marking policy to ensure that pupils know how well they are doing and what they should do to improve.
- Pursue with some urgency the intended whole-school system for monitoring the progress of pupils as they move through the school based on teacher assessment and test information and use this to set rigorous and challenging targets for raising standards.
- Ensure that teachers with leadership responsibilities monitor the quality of teaching, standards and curriculum provision in their subjects and use the outcomes of this to inform more precise and detailed self-evaluation.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
--------------------------------------------------------------------------------------------------------	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
The quality and standards in the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average, with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



13 June 2007

Dear Children

Inspection of Crowan Primary School, Praze-an-Beeble, Cornwall

I very much enjoyed meeting you and coming to see your lessons when I visited your school recently. Thank you for making me so welcome, telling me about your school and letting me see your work.

I believe that Crowan is a satisfactory school with some aspects that are good. This is what I liked most:

- You are interested in your lessons and try to do your best.
- Your behaviour is very good indeed and you told me that you really enjoy your time in school because it is a friendly place to be.
- Your teachers and other adults look after you well. They take care to make sure you are safe and encourage you to be healthy.
- You have lots of interesting clubs and activities to attend and you told me that you especially like the visits to places of interest.
- The school council and house captains take their responsibilities seriously and make a good contribution to your school.
- Your headteacher is leading the school effectively and, together with the teachers and other adults, is determined to improve your school.
- The youngest children make a good start in school and by the time you leave at age 11, your standards are also good.

This is what I have asked the adults to do to make your school even better:

- Ensure that they mark your work so that you know how well you are doing and what you need to do to improve. You can help by responding to this and working hard to meet your targets.
- Your teachers should monitor the progress that you make as you move through the school so that you achieve even higher standards.
- I would also like the teachers to make sure that they know about the work you do and the standards you reach in all subjects so that what you are taught and what you learn is the best it can be.

I am sure that with the very positive attitudes you have to school that you will play your full part in helping the teachers and other adults in your school to make it even better. I wish you every success in the future and particularly those of you moving on to your new secondary schools.

Kevin Jane HMI