

# Crowan Primary School

## Inspection report

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<b>Unique Reference Number</b>	111810
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337746
<b>Inspection dates</b>	18–19 May 2010
<b>Reporting inspector</b>	Alexander Baxter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	85
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Willoughby
<b>Headteacher</b>	Paul Hunkin
<b>Date of previous school inspection</b>	19 May 2010
<b>School address</b>	Moorfield Camborne TR14 0LG
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited ten lessons and four teachers were observed. The inspectors attended two assemblies and observed break and lunchtime activities and various 'Community Week' events. The inspectors also held meetings with governors, staff, pupils and parents. They looked at plans and policies, records of assessments and the tracking of pupils' progress. The provision and planning for pupils who are vulnerable or have special educational needs and/or disabilities were evaluated. In addition, 37 parent/carer questionnaires, 56 pupil questionnaires and eight staff questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of the school's monitoring and use of assessment to inform improvement of pupils' progress, especially in writing and mathematics
- the degree to which pupils apply and/or are helped to apply their personal qualities to support their academic learning
- how leaders and managers at all levels, including governors, bring about continuous improvement in pupils' achievements.

## Information about the school

This is a smaller-than-average rural school with four mixed-age classes. The large majority of pupils are of White British heritage and few pupils are at an early stage of learning English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is broadly average and varies significantly within the year groups across the school. Most needs are related to speech and communication difficulties. Children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 class. Among others, the school holds Healthy Schools Status and an Activemark award. The number of pupils attending the school is significantly lower than at the time of the previous inspection in 2007.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Crowan is a satisfactory school. After a period of inconsistency in pupils' achievement since the last inspection, it is an improving school as staff are increasingly successful in helping the pupils to apply their good personal qualities and become more effective learners. Over the past year, for example, improved assessment by the teachers, and by the pupils themselves, has accelerated progress, enabling several pupils to fill gaps in their previous learning. Good links with parents help the pupils to enjoy school and attend well. Most other aspects of pupils' personal development and well-being, including their behaviour, are also good and reflect the good care, support and guidance provided by caring staff throughout the school.

Other main findings are as follows.

- The headteacher promotes a good commitment to continued improvement and this is shared well by the governors and all the staff who work in the school. Leaders, managers and teachers have recently become more sharply focused on raising pupils' academic achievement and this has strengthened the vision for the future.
- The development of a team approach to leadership and management, with clear monitoring roles for staff and the governing body, now ensures that through sound self-evaluation the school community has a more accurate understanding of the way provision, especially teaching, promotes pupils' progress. This shows the school's sound capacity for sustained improvement.
- Satisfactory, but improving, teaching and learning, are ensuring that previous gaps in pupils' skills are being tackled and that new learning is developed in a more consistent and increasingly effective manner as pupils move through school. Pupils' attainment in writing has improved and the teachers are becoming increasingly more effective in their use of assessment.
- Children in the Early Years Foundation Stage are taught satisfactorily and have a happy start to school life. However, as at times in other parts of the school, learning is too often led by adults and limits the children's independence. A mixture of satisfactory and good progress continues through the school, but noticeably improves in Years 2 to 6 when pupils are given more responsibility and are engaged in practical learning activities. As a result, by the time they leave, pupils' achievement is satisfactory and attainment is broadly average. In response to improving teaching and learning many pupils show good speaking and listening and information and communication technology (ICT) skills.
- Teachers' good marking and pupils' self-evaluation are now established features supporting improved, and often good, progress in writing. Although developing, such features lack similar emphasis at times in mathematics and have not been as

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successful in developing the pupils' problem-solving skills.

- The school's excellent extra-curricular activities include, for example, motivational contributions from visitors during themed weeks such as the 'Community Week'. These support the pupils' good spiritual, moral, social and cultural development and their eager adoption of healthy living, evident in Healthy Schools Status and Activemark award.

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

- Over the course of the next year raise pupils' achievements, especially their mathematical skills, by:
  - ensuring that pupils, particularly those of lower and average ability, make closer reference to their targets
  - involving pupils more effectively in self-evaluation, so that they develop greater proficiency in using and applying basic number facts and in designing their own strategies to solve problems.
- Increase the proportion of good teaching and learning across the school over the next two terms, especially in Reception and Year 1, by providing more opportunities for pupils to choose and follow their own learning activities and so develop their independence as learners and accelerate progress.

**Outcomes for individuals and groups of pupils****3**

From starting points that are broadly in line with typical expectations, teachers are ensuring that pupils make at least satisfactory progress. Observations of lessons and of pupils' responses to visitors, for example a Spanish dancer, show that in response to strengthened teaching and learning, pupils' progress is accelerating, especially in Years 3 and 4. A scrutiny of pupils' work, especially of their writing, also shows good improvement stemming from the development of their skills in self-evaluation and in their 'target setting and getting'. Observations of lessons also reflect the pupils' enjoyment and improving progress. This is particularly evident where pupils undertake practical work, for example using computers in Years 3 and 4 to investigate 'Beach Safety' or in Years 5 and 6 to locate the birthplaces of 'Cornish Pirates' rugby players. The number of pupils who previously underachieved has been significantly reduced this year and more are now making good progress in writing, especially those with more ability. Pupils' attainment is now broadly average in English, mathematics and science and is above average in speaking and listening and using computers. These levels of attainment reflect satisfactory achievement for most pupils, including those with special educational needs and/or disabilities. Although improving, some pupils, especially those with lower or average ability, continue to have difficulty in solving mathematical problems and in using and applying basic number facts. One reason for this is that they are not always supported sufficiently in evaluating their work and making close reference to their targets.

Attendance is above average and reflects the pupils' enjoyment of school. Pupils make

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healthy choices at break and lunchtimes and enjoy keeping fit. Pupils say that, 'The teachers are good at their job.' They also say that they feel safe at school. They are confident to discuss any concerns with staff because they know that their views will be taken seriously and acted upon. For example, they welcome the blinds which they requested so that they could see the interactive whiteboards clearly. Pupils behave well, are very polite to adults, and are mostly courteous to each other. Pupils take their responsibilities seriously and make good contributions on the school council, as 'Playground Pals' or as Junior Road Safety Officers. The pupils are proud of their fundraising efforts to support charities such as 'Clothes for a Cause' for people in developing countries, and to buy additional playground equipment. Pupils often venture out into the local community and make some very positive contributions in a variety of events such as the 'Youth Speaks Competition' and the 'Praze Gala Carnival'.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

This is an inclusive school where the staff care diligently for all pupils, including those with special educational needs and/or disabilities. The good curriculum, which includes

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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an excellent range of extra-curricular activity, also strongly promotes the pupils' personal development. Increasingly, qualities such as the pupils' willingness to help each other, alongside effective use of interactive whiteboards and laptop computers, are being encouraged to enhance pupils' academic achievements, particularly their literacy, numeracy and ICT skills.

Improved teaching and assessment, with an emphasis on developing pupils as more effective self-evaluative learners, have given teachers and pupils a more accurate picture of pupils' developing skills and what needs to be done to lift their achievement. Teachers give clear guidance to pupils on how to improve, initially by sharing learning objectives and setting targets and then by their innovative 'two ticks and a wish' marking of pupils' work. Clear learning objectives were a key feature in a successful lesson in Years 5 and 6, for example, when pupils explored the meaning of community. Similarly in a lesson in Years 3 and 4, the pupils' studies of the Sikh religion, following a visit from a member of the local Sikh community, were also enriched by clear intentions. 'Working walls', which display notes of previous learning, develop links with current learning and enable pupils to share ideas with each other, are also enhancing pupils' understanding. Pupils are also contributing well to the improving standards in writing by, for example, self-assessing their work through marking ladders.

These strategies are also improving pupils' progress in mathematics, especially for more able pupils, but efforts to bridge gaps in the skills of lower and average attaining pupils have not yet been as successful. While there is an increasing amount of good teaching in Years 2 to 6, progress still varies at times. This variation is especially apparent in Reception and Year 1 where too much adult-led activity reduces time for pupils to make their own learning choices and leads to work that is not always matched closely enough to the pupils' abilities. As a result, weaknesses remain in pupils' ability to apply their skills independently, for example in solving mathematical problems, thus slowing the progress of a minority of pupils as they move through the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Strengthened monitoring and assessment arrangements mean that the senior leadership team and governing body are now better informed and so are enabled to fulfil their roles more effectively. This is evident in the updated and now good safeguarding procedures. Staff have improved the monitoring and assessment of pupils' progress

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across the range of abilities. Together with sustained strengths in the way pupils are cared for, these ensure that all have equal opportunity to take part in the full range of activities and are not subject to discrimination. The headteacher, supported well by staff and governors, has made good progress this school year in driving improvement in the quality of teaching and learning. This is seen in the pupils' improved writing and now satisfactory achievement, but more time is needed to secure good teaching across the school. The school promotes community cohesion effectively. Strengths in promoting the school's local heritage are increasingly accompanied by opportunities to learn about the national and global communities. These include, for example, examining the cultural diversity within the Cornish Pirates rugby team during their 'Community Week' studies. The school has made contact with schools in more diverse communities and plans to enhance this by communicating with them more regularly in the future.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Staff begin good links with parents and set clear expectations of considerate behaviour to make sure that children feel safe and behave well. Progress is satisfactory overall, but mixed. Children make good progress in developing social and speaking and listening skills. These qualities give them an important start to school life and are supported well by good arrangements for children's welfare. Teaching in other areas of the curriculum is satisfactory. Learning is too often led by an adult. Hence, there are limited chances for children to choose activities for themselves and activities are not always matched sufficiently to the children's differing needs in this mixed year-group class. At times, this



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constrains the development of the children's independence. A new outdoor area is currently being developed to tackle this issue and to widen the learning opportunities provided for the children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

### **Views of parents and carers**

The large majority of parents are happy with the school. The majority of the responses to the Ofsted questionnaire were positive, with most parents agreeing that the school keeps children safe and that children enjoy school. A few parents were interviewed informally in the playground and most also expressed positive support of the school. A small minority of parents indicated disagreement with the statements in the questionnaire and also explained their views. Most of the issues raised were associated with concerns about pupils' progress and the school's response to their views. Inspectors understand the parents' rightful concerns about their children's progress, especially in previous years. Inspectors now identify satisfactory and improving progress and hope that parents will continue to work well with the school to make pupils' progress even better. The school readily acknowledges that, because of a falling roll, the move to four classes was not easily accepted by several parents. The findings of the inspection show that communication with parents, through the weekly newsletter, for example, is an effective feature, enabling parents to contribute supportively to the pupils' achievements.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crowan Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	46	19	51	1	3	0	0
The school keeps my child safe	15	41	18	49	4	11	0	0
The school informs me about my child's progress	5	14	22	59	7	19	1	3
My child is making enough progress at this school	7	19	17	46	7	19	1	3
The teaching is good at this school	11	30	19	51	2	5	0	0
The school helps me to support my child's learning	6	16	21	57	5	14	1	3
The school helps my child to have a healthy lifestyle	10	27	24	65	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	16	26	70	1	3	0	0
The school meets my child's particular needs	5	14	23	62	7	19	0	0
The school deals effectively with unacceptable behaviour	4	11	23	62	6	16	2	5
The school takes account of my suggestions and concerns	5	14	22	59	7	19	2	5
The school is led and managed effectively	7	19	18	49	3	8	4	11
Overall, I am happy with my child's experience at this school	12	32	17	46	3	8	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 May 2010

Dear Pupils

Inspection of Crowan Primary School, Camborne, TR14 0LG

Thank you so much for the warm welcome you gave us when we visited your school this week. We particularly enjoyed talking to you about your work, and seeing the other activities you do in school, such as those connected with your 'Community Week'. We were impressed by the sensible and polite way you answered our questions, and by your good behaviour in class and around the school. We think that Crowan School is a satisfactory school, which is getting better.

These are the other things you can be proud of.

- You work and play well together and develop good speaking and listening and computer skills.
- You enjoy school, are good at living healthily, and contribute enthusiastically to the wide range of activities provided for you.
- Your writing is improving well because the teachers are encouraging you to check your work more carefully and are working hard to help you to make better progress by showing you what you need to do to improve.
- The staff take good care of you and keep you safe.
- Staff and governors promote good links with your parents and the local community. They are improving the way they work together to help you to achieve more.

To help you make better progress in your work, we have asked your headteacher, governors and teachers to:

- improve your achievement, especially in mathematics, by developing your problem-solving skills
- improve the quality of teaching and learning by making sure that teachers give you more opportunities to take responsibility for your own learning and to choose some activities for yourselves.

When the teachers mark your work and give you something to improve (you call this a 'wish') you can help by making sure that your work is actually improved and that your 'wish' comes true.

Yours sincerely

Alex Baxter

Lead inspector

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