

# Inspection of Halwin School

Porkellis, Helston, Cornwall TR13 0EG

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Inspection dates:

13 and 14 September 2023

## Overall effectiveness

## Requires improvement

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Good

The executive headteacher of this school is Linda May. This school is part of Crofty Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Hague, and overseen by a board of trustees, chaired by Michael Hosking.

## **What is it like to attend this school?**

The school, alongside support from the trust, has prioritised the development of the curriculum. Essential changes have been made to help pupils to be more successful. These actions are beginning to make a difference to the quality of education pupils receive. While the curriculum has improved, it is in the early stages. As a result, it does not yet support pupils to build their knowledge well enough across the curriculum.

Pupils enjoy coming to school and attend regularly. They are proud of their school and look after each other. The older pupils value playing with the younger pupils during social times. One pupil said, 'We are not just a school; we are a community.'

Pupils embrace the school values of 'confidence, aspiration, resilience and enjoyment'. They know how these values help them to be successful. Pupils behave well, and they are engaged in their learning.

Pupils' personal development is a strength. The school promotes character development and a sense of responsibility. Pupils value the leadership roles they have. They know they make a difference to their school. Trips are organised to support the curriculum. For example, pupils visit Pendennis Castle to learn about the Tudors.

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

The school is ambitious for pupils to learn well. Steps have been taken since the previous inspection to improve the curriculum. The curriculum now sets out the essential knowledge pupils need to learn. For example, in art, concepts such as drawing and painting are mapped out to help pupils build their knowledge over time.

The trust has supported subject leaders to implement the curriculum. However, it is too early to see the impact of this, as some subject developments are in their infancy. Subject leaders are not yet clear about how well pupils follow the curriculum, including in the early years. As a result, they do not know where further improvements are needed to help pupils follow the curriculum successfully.

Staff receive training to support curriculum development. This is strengthening the effectiveness of the implementation of the curriculum. However, not all staff have the subject knowledge they need to teach the curriculum successfully. As a result, expectations of what pupils can do are not always high enough. This stalls progress for pupils.

Pupils with special educational needs and/or disabilities (SEND) have the same opportunities as their peers. However, these pupils and their needs are not identified quickly enough. As a result, staff are not clear about the support that pupils with

SEND need. This makes it difficult for pupils to build their knowledge well across the curriculum.

The school helps pupils to learn to read fluently. This begins in the early years, where children are exposed to books that support them to be excited about reading. Pupils throughout the school enjoy a range of carefully considered texts. The school plans further opportunities to promote a love of reading, such as the regular 'reading cafes' for families. As a result, pupils take pleasure in sharing their favourite books and authors with each other and their parents. Staff receive the training they need to help pupils to learn to read. Pupils read books that match the sounds they know. This helps pupils to read confidently.

Pupils display positive attitudes to their learning, both in lessons and around the school. They are polite and courteous to each other. Pupils know the school routines well. This starts in the early years. Children follow instructions. They know what is expected of them. For example, all children help to tidy up.

The school has created an effective curriculum that extends beyond the academic to include the personal development of pupils. As a result, pupils have an age-appropriate understanding of how to be responsible, respectful and active citizens. Pupils respect and value difference. They know that equality is important and believe that everyone should be included. Pupils are taught how to keep themselves safe, both online and in the wider world. They have a strong understanding of British values and what this means to them. For example, pupils have a lived experience of democracy by voting for pupil leadership positions. This prepares them well for life in modern Britain.

Staff value being part of the trust and the support provided on many levels. While there is a recognition of increased workload, staff feel well supported. Those with responsibility for governance understand what is working well and what needs to improve. They are ambitious about making a positive difference to the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Subject leaders are not yet clear about how well the curriculum is being implemented. As a result, there are inconsistencies in the teaching of the curriculum, starting in the early years. The trust needs to continue to strengthen subject leadership across all subjects so that improvements in the curriculum are securely embedded.

- Staff do not have the necessary expertise to help pupils to build their knowledge well enough. As a result, the expectations of what some pupils can achieve are too low. The trust must ensure that all staff have the depth of subject knowledge they need to implement the curriculum successfully.
- The trust has not ensured that all pupils with SEND are identified swiftly enough. As a result, some pupils do not benefit from the support they need at the right time to help them catch up. The trust must ensure that pupils' needs are identified and check that all pupils receive the support they need to learn.

## 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children 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>	10240636
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Hosking
<b>CEO of trust</b>	Simon Hague
<b>Headteacher</b>	Linda May
<b>Website</b>	<a href="http://www.halwin.co.uk">www.halwin.co.uk</a>
<b>Date of previous inspection</b>	16 November 2021, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, there has been a change in headteacher. The headteacher joined the school in September 2023.
- The school is part of Crofty Multi Academy Trust.
- This school is smaller than the average-sized primary school.
- The school does not use any alternative provision.
- The school provides a before-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke with school leaders, subject leaders, parents, pupils, governors and representatives of the trust.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders and pupils about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to pupils read to a trusted adult.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school.
- The inspectors considered the responses to Ofsted Parent View, Ofsted's online survey for parents. The inspectors considered comments made by parents online during the inspection and met with some parents at the start of the second day. There were no responses to Ofsted's pupil and staff questionnaires.

## Inspection team

Esther Best, lead inspector

His Majesty's Inspector

Sarah Tustain

Ofsted Inspector

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