

# Fourlanesend Community Primary School

Fourlanesend, Cawsand, Torpoint, PL10 1LR

**Inspection dates** 18–19 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress, many from below expected starting points.
- Standards are above average at the end of both key stages.
- Most pupils read and write well.
- Teaching is nearly always good and some is outstanding. Almost all pupils are enthusiastic about learning and clearly enjoy school.
- Pupils' behaviour is good and pupils are polite and well mannered.
- Older pupils have good social skills and carry out their responsibilities effectively.
- Pupils say they feel safe in school and there is no bullying; parents and carers agree.
- Attendance has improved and is above average.
- The headteacher, senior management team and the governing body provide effective leadership with high expectations for the further improvement of the school.
- The action taken to improve teaching, through effective monitoring and the setting of clear targets for improvement, has led to rising standards.

### It is not yet an outstanding school because

- Standards in mathematics at the end of Key Stage 2, although rising, are not as high as those in English. Pupils' ability to carry out accurate calculations is not as good as it should be.
- Pupils sometimes have untidy handwriting and they do not always form their letters correctly.
- Pupils' presentation of their work in both English and mathematics is sometimes untidy and this occasionally leads to unnecessary mistakes.

## Information about this inspection

- The inspector observed seven lessons, two of which were joint observations with the headteacher. He also made a number of short visits to other lessons.
- Meetings were held with a group of pupils, the Chair of the Governing Body and members of the school management team. A telephone conversation was held with a local authority consultant who is supporting the school.
- The inspector took account of the 18 responses to the on-line questionnaire, Parent View, in planning the inspection. He also spoke to a number of parents and carers during the inspection. The staff submitted seven questionnaires, all of which were taken into account.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documents, and evidence about behaviour, attendance and safeguarding.

## Inspection team

Stephen Dennett, Lead inspector

Additional inspector

## Full report

### Information about this school

- The school is very much smaller than most primary schools.
- The majority pupils are from White British backgrounds, with a minority from mixed backgrounds and other ethnic groups.
- Very few pupils speak English as an additional language.
- Around a quarter of pupils are eligible for extra government funding through the 'pupil premium'. This is broadly average.
- The proportion of pupils who need extra help is above average.
- The school meets the government's current 'floor standards', which set the minimum expectations for pupils' attainment and progress.
- There have been a number of staff changes in the last year. A new teacher was appointed from September 2011 and there is also a new part-time special educational needs coordinator.

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

- Raise standards in mathematics at Key Stage 2 by:
  - eliminating the remaining gaps in pupils' subject knowledge and understanding
  - providing more opportunities for pupils to use and practise their calculation skills across all subjects ensuring that pupils record their calculations neatly and accurately, thereby reducing the number of errors caused by poor presentation.
- Improve pupils' writing skills throughout the school as quickly as possible by:
  - ensuring that their handwriting is neat, legible and that letters are correctly formed
  - expecting pupils to present their work more neatly
  - ensuring that pupils have more opportunities to practise these skills across all subjects.

## Inspection judgements

### The achievement of pupils

is good

- Most children enter the school with skills that are below those expected for their age, although, as year groups are small, there is some variation from year to year. Children make good progress in the Early Years Foundation Stage and achieve the standards expected by the time they enter Year 1.
- Pupils make good progress through the school and, by the time they leave in Year 6, standards in English are above average. Standards in mathematics, although rising, are broadly average.
- Effective steps have been taken to improve the progress of groups of pupils who had not been doing as well as others. For example, a group of pupils who were not reading as well as they should have been were given extra lessons so that they now read well.
- Most groups of pupils, including those supported by extra funding, make better progress compared with all pupils nationally. Nearly all pupils who need extra help make good progress. The very few pupils who speak English as an additional language make rapid progress in their writing and speaking skills because of the effective support they are given.
- Pupils communicate well, and speak clearly and with expression when explaining their work in lessons, such as when they showed how they had worked out complex problems in a numeracy lesson.
- Most pupils read well and widely, so standards of reading are above average by the end of both key stages.
- Standards of writing develop well through the school. Pupils use a wide range of words for effect and can spell and punctuate accurately. However, too many pupils have poorly formed handwriting and quite a few do not form their letters or numbers correctly. Pupils' presentation of their work varies considerably and is sometimes untidy. This leads to some unnecessary errors, for instance in mathematics.
- Young children use a good range of vocabulary when discussing words, for example to describe clouds. Older pupils give good explanations of the school's values, showing that they can use spoken English effectively.
- Pupils' numeracy skills are improving rapidly although, at Key Stage 2, a number of pupils have gaps in their knowledge and understanding of mathematics, including weaknesses in their ability to do accurate calculations and in applying these skills in other subjects. Older pupils interpret graphs well and use tally charts to collect information, an example being when they made accurate graphs of the number of insects found in the garden.

### The quality of teaching

is good

- The quality of teaching is good, with some examples of outstanding teaching in literacy, such as when pupils were really challenged to use a wide range of interesting words when writing their own poems.
- The pace of lessons is brisk, so that learning is rapid and pupils quickly acquire new skills.
- A wide range of interesting activities encourages pupils to learn and teachers use effective strategies to develop pupils' social skills, including the imaginative use of technology when pupils in Year 3 made good use of tablet computers to write their version of 'The Fantastic Flying Book of Morris Lessmore'.
- All teachers have good subject knowledge and expertise, which they use effectively to develop pupils' skills in literacy. They provide a wide range of activities that promote pupils' vocabulary and confidence when speaking. Pupils in Year 6 explained their reasoning clearly in a literacy lesson when explaining why they thought a poem was written in a Caribbean dialect.
- Reading is promoted effectively through guided reading sessions and individual help for pupils who need it. Other adults make a valuable contribution to learning by supporting pupils in small

groups that take place outside the classroom. This has had a very positive effect on standards in reading.

- Teachers and teaching assistants support disabled pupils and those with special educational needs well in lessons. They set tasks that are well matched to pupils' needs and actively engage them in learning.
- Information on pupils' progress is used well to ensure that work is carefully matched to pupils' different abilities, with the result that nearly all pupils make good progress.
- Marking is supportive and clearly tells pupils the next steps they need to take to improve their work and to move on to the next level. Homework successfully builds on what pupils have learned in lessons.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour is good throughout the school, especially in upper Key Stage 2, where it is frequently exemplary. These pupils are very confident individuals who are well prepared for the next stage of their education.
- It is evident from records of incidents and exclusions, which have been very low, that pupils' behaviour has been maintained at a good level over the last three years.
- Pupils have positive attitudes to work and enthusiastically join in lessons. English is a particular favourite because it is taught in an engaging and imaginative way.
- Pupils are polite and well mannered, and there is a very welcoming atmosphere throughout the school. The youngest children are particularly interested in visitors.
- All pupils are very aware of the school's values, which are promoted continuously in lessons, assemblies and at playtimes. Pupils proudly point to the school badge, which contains emblems of these values, and explain them in detail.
- The school has good systems for managing pupils' behaviour, which is very effective in the majority of cases. Pupils appreciate the awards and stickers they get for good behaviour. Pupils with behavioural, emotional and social difficulties are supported well.
- All pupils spoken to had a good understanding of the different kinds of bullying, such as cyber-bullying and racist comments, and were insistent that there was no bullying in the school. They also said they felt safe and explained that they knew how to use the internet safely.
- Parents and carers spoken to during the inspection agreed that behaviour was good and this was endorsed further by responses to the on-line questionnaire, Parent View.
- As a result of a concerted effort by the school, attendance has improved over the last year and is now above average. Pupils arrive at school on time and the persistent absence has been reduced to very low levels.

### **The leadership and management** are good

- The headteacher, senior leaders and members of the governing body consistently communicate high expectations and an ambition to see the school improve. All the issues raised in the previous inspection report have been dealt with effectively. This shows that the school has the capacity to improve further.
- In the period between the previous inspection and this one, the school identified some inadequate teaching. As a result of effective action by members of the governing body and the senior management team, this was dealt with and teaching is now good. Senior teachers also provide excellent teaching models for other staff.
- Leaders use performance management and training well to promote good teaching. Teachers' points for development are closely matched to the school's targets, as well as teachers' training needs. Teachers themselves support each other and there is a real culture of exchanging ideas and expertise, which is improving the quality of teaching continually. Salary progression and promotion are used effectively to ensure that there is the expertise to match the school's

targets.

- The school has effective procedures for evaluating its performance and consults widely with pupils, staff, and parents and carers. Detailed analysis of pupils' performance is used to set challenging targets for improvement, as well as ensuring that pupils are working at an appropriate level.
- A well-constructed curriculum provides a range of interesting activities that are well matched to the needs of pupils, including those who need extra help. Learning is supported well by an imaginative range of field trips and residential visits.
- The school promotes pupils' spiritual, moral, social and cultural development very well, including a good emphasis on sport and the arts. Pupils' understanding of the diverse nature of the United Kingdom is supported well, such as through a visit from a practising Sikh.
- The strong emphasis on equality of opportunity ensure that no groups are disadvantaged. For example, it has taken steps to ensure physically disabled pupils are given the correct equipment to take part in all activities.
- The school works well with parents and carers. They are very appreciative of the regular and informative newsletters and the fact that the school has a genuine 'open door' policy.
- The school works effectively in partnership with other schools and the wider community. There are good links with secondary schools, and pupils in Year 6 are very confident about moving on to their new school at the end of the academic year.
- The local authority consultant supports the school and the governing body appropriately.
- **The governance of the school:**
  - challenges and supports the professional management of the school effectively through a well-conceived programme of monitoring visits
  - is well aware of the quality of teaching and, where necessary, has both challenged and supported the school to bring about improvement
  - are closely involved in the effective performance management of the headteacher with support from the local authority
  - has made good use of extra funding to help pupils to overcome most barriers to learning and raise their achievement, particularly in reading, where pupils are making rapid progress
  - ensures that effective sub-committees oversee all aspects of the school's work and that the school meets statutory requirements, including those relating to safeguarding. The governing body also ensures that resources, including financial resources, are used effectively.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111960
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	403165

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

<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>	90
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Tomkins
<b>Headteacher</b>	Rebecca Harris
<b>Date of previous school inspection</b>	19 September 2007
<b>Telephone number</b>	01752 822502
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