

# Fowey Primary School

Windmill, Fowey, Cornwall PL23 1HH

**Inspection dates** 24–25 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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Teaching is good throughout the school and teachers are successful in engaging pupils' interest and helping them to make good progress in their work.
- The standard of pupils' work is above that usually seen nationally for children of their age. Pupils of all abilities and backgrounds do well in their reading, writing and mathematics.
- The headteacher, who is supported extremely well by other leaders and the governing body, has high expectations for the school. Together they have been successful in improving teaching and so raising pupils' achievement.
- Pupils behave extremely well. They enjoy school, try hard and want to do well. They feel very safe in school and help each other at playtime and in their lessons.
- There is a wide range of well-planned lessons and additional activities that introduce pupils to new skills and knowledge. Relationships through the school are very positive and pupils' personal skills are developing strongly.

### It is not yet an outstanding school because:

- Teaching is not yet outstanding.
- Pupils' writing skills are improving rapidly but they are not yet as well developed as their reading and number skills in Year 2.
- Children in the Reception class make good progress overall but boys and girls do not always do as well as each other in some of their activities.

## Information about this inspection

- The inspection was carried out with half a day's notice.
- Inspectors observed 13 lessons led by seven members of staff. Of these, two were joint observations undertaken with the headteacher.
- Inspectors held meetings with three members of the governing body and with groups of pupils and had a telephone conversation with a representative from the local authority about the school. In addition to a number of meetings with members of staff, the questionnaires completed by 28 members of staff were taken into account.
- Informal discussions were held with parents and carers after a class assembly and at the end of the school day and account was taken of the 27 parental responses to the Ofsted online questionnaire (Parent View).
- The inspectors reviewed a wide range of documentation including the school's analysis of pupils' progress, teachers' lesson plans, the school's action plan, local authority reports, leaders' monitoring records and pupils' work.

## Inspection team

Hazel Callaghan, Lead inspector

Additional Inspector

Robert Arnold

Additional Inspector

## Full report

### Information about this school

- The school is of average size. It has not been inspected since 2008 because Ofsted carried out an assessment of the school after its previous inspection where it was judged to be a good school and deferred its next inspection until now.
- Almost all pupils are of White British heritage. No pupils are at an early stage of learning English.
- The number of pupils known to be eligible for free school meals is below that found in schools nationally. These pupils are entitled to additional funding called the pupil premium.
- The proportion of pupils who have special educational needs supported at the school action level is below average.
- The proportion of pupils with a statement of special educational needs or supported at school action plus level is also below average.
- The school meets the current floor standards set by the government, which determines the minimum expectations for attainment and progress.
- The school has a breakfast club and an after-school club.
- The school gained the Artsmark Gold award and Healthy Schools Plus award last year.

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

- Increase the proportion of outstanding teaching through the school by:
  - helping pupils to understand how to improve their work so they are able to reach higher levels
  - ensuring that activities are finely matched to the differing abilities in the class and that all are given clear expectations on what they need to achieve in lessons.
- Monitor carefully the progress of boys and girls in the Reception class so that any differences are identified and addressed.
- Making sure that pupils' writing skills are as good as that in reading and mathematics by the end of year 2 by making use of the same successful teaching strategies.

## Inspection judgements

### The achievement of pupils is good

- Children start school in the Reception class with a range of skills and knowledge in line with that expected for their age. As a group, they make good progress across all areas of their learning to reach levels that are often above the national average. In some areas, however, boys do better than the girls and in other areas girls do better than the boys.
- Pupils make good progress in their reading, writing and number work in Year 1 and Year 2 to reach above average levels overall, but their reading and mathematics are better than their writing skills.
- In Year 6, pupils have been reaching above average attainment for several years. Their work is strongest in English because of good standards in reading and a steadily improving quality of work in writing. There was a marked improvement in the quality of pupils' mathematics work last year and now attainment in reading, writing and mathematics in Year 6 is high. The strong focus on improving pupils' writing and the more recent focus on improving mathematics have paid dividends and a large proportion of pupils throughout the school are making more than expected progress in all areas of their work.
- The more able pupils are reaching the higher than expected standards because teachers challenge their thinking and focus effectively on extending their knowledge and skills.
- Those pupils who find learning difficult, those with special educational needs and disabled pupils are well supported. Special group work and support from both teachers and teaching assistants is enabling them to make the same good progress as other pupils in the school and many are reaching the same levels of work.
- Those pupils who are eligible for free school meals and supported by the pupil premium funding are also achieving well. Last year, all pupils reached Level 4 in English and mathematics, which is the standard expected for their age.

### The quality of teaching is good

- Teaching is typically good throughout the school. The strong focus on improving the teaching of writing across the school and, more recently, on the teaching of mathematics has resulted in good improvements in pupils' work over the last few years, particularly in the older classes.
- Teachers have good understanding of the subjects they teach, plan activities that interest the pupils and use their good understanding of how pupils learn to promote good learning. Lessons are structured well so that new skills are introduced steadily, building on what pupils already know and can do.
- In most lessons, boys and girls achieve as well as each other. Occasionally, activities do not match pupils' differing abilities precisely enough for them to do even better, but usually the match of activities to pupils' learning needs is good. In outstanding lessons, this match is particularly strong, the pace of the lesson is brisk and pupils are thoroughly engaged and involved, so their progress moves forward quickly.
- Excellent relationships and clear expectations for good behaviour results in all classes having a calm and purposeful atmosphere. Teachers offer lots of praise and this helps to build the pupils' confidence and self-esteem well. Teachers plan many opportunities for pupils to work in pairs and in small groups. As well as successfully promoting the pupils' social and moral skills, this enables them to share and support each other in their learning. Several pupils told inspectors, 'I love to learn new things.'
- Reading is taught well. The teaching of letters and the sounds that they make is good. This aids the progress of all pupils because they are carefully taught to blend and build sounds so they can read new words. Well-developed reading and writing skills provide a secure basis for pupils'

good learning across the curriculum.

- Teachers check pupils' work thoroughly and identify accurately what the next steps in the learning should be. They use their marking to celebrate pupils' good work and to explain how the work can be improved. Teachers monitor pupils' work in lessons well and adapt the activities so that pupils' progress is maintained.
- Pupils are given targets for them to work towards so they can improve. They understand their targets but when they have been successfully achieved, pupils do not know where the next targets come from. Therefore they have less understanding of what they are working towards and so cannot show initiative in their own learning or aspire to higher levels for themselves.
- Even though the proportion of teaching that is outstanding is increasing and teachers are skilled at helping pupils to learn well, teaching is not yet outstanding overall because only a small minority of lessons are excellent.

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

- Pupils behave extremely well in their classes, in assembly, at break times and around the school. They enjoy their activities and want to do well. Pupils show extremely good levels of concentration and attention in lessons and respect for each other's work and effort. In an assembly presented by the pupils in the Year 3/4 class, the rest of the school sat in rapt attention, listening closely to all that was said.
- Pupils say they feel very safe at school. The good quality personal and social education programme helps to support pupils' understanding of how they keep themselves and their friends safe. Pupils identify possible hazards and make an exceptional contribution to a safe positive learning environment. Older pupils are keenly aware of the potential risks in the use of social media.
- Pupils say behaviour is typically of a very high standard and bullying of any kind is rare, especially any physical, emotional or cyber-bullying. Pupils say any problems are quickly and effectively sorted out by the staff. Parents share pupils' high regard for the standard of behaviour and very few have any concerns.
- Pupils respect the peer mediators who work constructively to sort out minor disagreements or arguments. The pupils understand the school rules and the reward systems and say they are fair. All spoken to were keen to do well.
- Attendance has improved in recent years and is above the national average. Persistent absence is rare.

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

- The headteacher's leadership and management are excellent. His relentless focus on improving teaching and thus on raising standards are at the heart of school improvement. He is ably supported by the deputy headteacher. Together they provide the drive for improvement, demonstrate high quality teaching skills and support the training of all staff well. Teaching has improved but as yet the proportion of outstanding teaching remains small.
- Staff work together as a strong team. They share the aspirations of building an outstanding school and are working towards it effectively.
- Rigorous checks on the quality of teaching and information on pupils' progress provide a strong baseline from which the next steps in improvement are accurately identified.
- The recent focus on improving the quality of teaching of mathematics has been particularly successful in raising pupils' achievement. Training sessions followed by opportunities for teachers to observe one of the senior team teaching whilst discussing it with the other senior leader have given all staff increasing confidence and skills. This has been effectively linked to performance management targets. There is a close link between pupils' achievement and how

well teachers are paid. Teaching assistants also play an important part in pupils' learning. The positive impact of this work can be clearly seen in the pupils' improved understanding and rising achievement.

- A recent focus on developing the skills of teachers in leading responsibilities outside of the classroom has enabled them all to have a better understanding of their roles and to be more active in looking for ways to improve, so as to raise pupils' achievement and to enrich their learning.
- The school's stimulating curriculum is planned well and topics and themes are carefully chosen to build on pupils' interests and ideas. Pupils' spiritual, moral, social and cultural development has a high priority and, through developing pupils' awareness of others, successfully underpins much of the work of the school. The Wednesday Workshops are particularly enjoyed by the pupils as they provide new skills and interest and opportunities to work with different staff and pupils from other classes.
- Partnerships with parents and their participation in the school's many events have grown. Parents' views are regularly sought and the recent questionnaire shows parents' strong support and positive views of all aspects of the school. The Parents' View website showed that all who had participated would recommend the school to other families.
- The school has benefitted from successful support from the local authority in the past, especially in improving the quality of teaching and learning in writing in the older classes, which has resulted in their strong progress.
- **The governance of the school:**
  - is good because the governing body has high expectations for the school and provides effective challenge to the senior team and staff. It has good levels of information gained from training, data, the headteacher's reports and governors' regular visits to the school. The school development plan is monitored effectively and links with each of the curriculum areas and meetings with staff keep governors up to date with improvements. They ask searching questions about how strategies such as the use of pupil premium funding are having an impact on raising achievement. Child protection and safeguarding arrangements are robust and meet regulatory requirements in full. The school takes its responsibility to ensure pupils' safety very seriously. Equality of opportunity is vigorously promoted. The breakfast and after-school clubs are managed well to provide a safe and happy environment.

## 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>	111881
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	403162

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>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jaine Colwill
<b>Headteacher</b>	Chris Wathern
<b>Date of previous school inspection</b>	July 2008
<b>Telephone number</b>	01726 832542
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