

Flushing Church of England Primary School

Coventry Road, Flushing, Falmouth, Cornwall, TR11 5TX

Inspection dates 15–16 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and governors have successfully tackled issues raised in the previous inspection so that the school's performance has improved and is now good.
- Governors are extensively involved in their school. They hold leaders to account to promote pupils' achievement further.
- The headteacher has effectively improved the quality of teaching and this is now consistently good across all year groups.
- Subject leaders take appropriate actions which lead to ongoing improvements in pupils' learning and progress.
- Pupils' behaviour is good. They enjoy learning and endeavour to work hard in all their activities. The school's work in keeping pupils safe is good. Pupils say they feel safe and know how to keep themselves safe.
- Pupils' spiritual, moral, social and cultural development is being very effectively enhanced. Both staff and pupils share the school's particular values within a strong sense of community.
- Teachers' high expectations serve to promote pupils' learning. They effectively build on what pupils already know to set work which is sufficiently demanding.
- Pupils' achievement is good. Pupils now make consistently good progress as they move through the school so that standards by the end of Year 2 and Year 6 have risen.
- Pupils who have additional learning needs achieve well because of the personal care and support they receive from other adults within the school.
- Children get off to a good start in their education because provision in the early years effectively develops their basic skills.

It is not yet an outstanding school because

- Pupils do not have enough opportunities to practise their grammar, punctuation and spelling.
- Pupils' learning is not always checked in ways which deepen their understanding.

Information about this inspection

- The inspector observed learning in eight lessons of which three were seen jointly with the headteacher. The inspector listened to pupils read and looked at their work.
- The inspector met with pupils and talked with them about their learning. Meetings took place with governors and with subject leaders. A telephone conversation took place with a representative of the local authority.
- The inspector reviewed a range of documentation including that related to safeguarding, behaviour, and checks on pupils' attainment and progress.
- The inspector took account of the 16 responses by parents to the online questionnaire (Parent View) and eight staff questionnaires.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- This primary school is much smaller than average.
- The early years provision consists of one full-time Reception class which also includes pupils from Year 1.
- All other pupils are taught in two mixed-aged classes: Years 2 and 3; and Years 4, 5 and 6.
- The large majority of pupils are of White British heritage.
- When compared to national figures, the proportion of disabled pupils and those who have special educational needs is higher than other schools.
- The proportion of pupils supported by the pupil premium funding (which provides additional funding to support pupils known to be eligible for free school meals and children who are in local authority care) is above average. However, there were few of these disadvantaged pupils in Year 6 in 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Raise achievement even further so that pupils make outstanding progress by ensuring teachers more consistently:
 - provide opportunities for pupils to develop their accurate use of grammar, punctuation and spelling in all their subjects
 - check pupils' learning in ways which further deepens their understanding so they make even stronger progress.

Inspection judgements

The leadership and management are good

- Since the previous inspection, the headteacher has pursued a highly effective approach to improve pupils' progress as they move through the school. Weaker teaching has been eradicated so that the quality of teaching is now consistently good and sometimes exemplary.
- Leaders of subjects take astute actions which ensure the quality of provision is bringing sustained improvements in pupils' achievement. This is especially so in mathematics, which was a focus for improvement in the last inspection, where pupils' mastery in mathematical skills are being consistently enhanced.
- The school's evaluation of its performance is accurate and planning continues to sustain improvements. The tracking of pupils' academic achievement is rigorous and ensures every pupil continues to be successful in their learning.
- Training to develop teachers' classroom practice is valued by staff who also have clear targets which relate to how well pupils achieve. Their success in this informs leaders' decisions about how teachers progress in both their salary and career.
- The local authority has provided helpful, regular support by reviewing the school's work and offering appropriate guidance. The authority accurately considers that leaders have the requisite skills to sustain improvements in the school's performance.
- This is a school that welcomes and involves everyone. Staff are rightly proud of their strong teamwork and positive relationships with all pupils which serve to promote the shared values. Discrimination of any form is simply not tolerated and equal opportunities for all pupils assured. Disabled pupils and those who have special educational needs do equally well as their peers because of the consistent focus on their support.
- The additional government funding for disadvantaged pupils provides effective support across a range of actions. These include additional adult support and small group work in developing literacy and mathematical skills.
- The range of subjects and topic themes are comprehensively planned so that pupils build well on their knowledge and understanding. Science is covered effectively. Pupils learn about past events, such as the Fire of London, and research geographical locations across the world. Homework especially extends pupils' learning in meaningful ways beyond the classroom. However, pupils lack sufficient opportunities to develop their accurate use of grammar, punctuation and spelling in all their subjects.
- The primary school physical education and sport funding provides a coaching programme which is effectively enhancing teachers' ability to deliver physical education. Extensive use is made of local sports facilities too. Pupils participate in a range of sporting opportunities, including hockey and basketball, and develop more proficient handball skills in cricket.
- The school's strong focus on moral values demonstrates its Christian religious foundation. Opportunities enable pupils to engage in spiritual reflection. The school teaches about other religions and visitors share their personal faith experiences; for example, a visiting group of Iranian storytellers and musicians. Pupils explore aspects of British seafaring heritage through educational visits to both the London and local National Maritime Museums and study the role of democracy in modern Britain. Pupils performed in a production of *Archie Dobson's War* within the village and which was very well received. Pupils are effectively prepared for their life in modern Britain.
- Safeguarding arrangements meet requirement and procedures work well. Risk assessments effectively cover all aspects of the school's work, including the premises and safety of pupils on educational visits.
- **The governance of the school:**
 - Governors are extensively involved in their school while equally challenging school leaders to promote its performance further. They use data and their personal expertise and training to check how well pupils are achieving compared to those in other schools nationally. Governors have well-established routines to check the headteacher's performance against targets and to ensure teachers' pay and progression through the salary scale reflect how well their pupils are doing. Governors have taken effective actions in appointing new staff so the school's improvements continue at an assured pace.
 - The school's budget provides good use of resources to enhance pupils' learning, such as electronic tablets. Governors check that the additional funding improves the achievement of disadvantaged pupils and that the primary sport funding serves to enhance teachers' proficiency and increase pupils' participation in sports.

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

- The behaviour of pupils is good. Pupils enthusiastically engage in their work and are eager to do well, regardless of the tasks or subjects. Pupils happily talk about their learning and listen carefully to each other during shared tasks. Pupils say that other pupils are typically well behaved.
- Pupils move around their school in a responsible way and are polite towards each other and adults. They behave respectfully during assemblies. The dining room is orderly and calm and pupils clearly enjoy the chance to talk and share their time together.
- Pupils happily take on responsibilities, such as acting as 'play buddies' for younger children. They help raise funds for charities such as the Seaman's Mission. Pupils are involved within the local village community and share in church-based activities. Pupils participate in a range of competitive sporting events including athletics.
- School records show that over time this positive picture is typical and that there have been no permanent or fixed-term exclusions. Pupils' behaviour is not outstanding as it has yet to have greater impact on their learning over time.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe at school and that adults are always helpful should they have any concerns. Pupils understand how to keep safe and how to deal with risks, such as using the internet safely.
- Pupils recognise that any form of bullying is not acceptable. They are very tolerant of each other and say that bullying of any kind is rare. This is a school that welcomes all; it is characterised by positive relationships and a strong sense of community which reflect its values.
- Attendance is average overall and for most pupils is above average. The overwhelming majority of parents who took part in the online survey say their child is both happy and safe at this school. Staff too agree with this view.

The quality of teaching is good

- The quality of teaching is now consistently good throughout the school. As a result, pupils make good progress in their reading, writing and mathematics within year groups.
- Both the headteacher and staff have high expectations of pupils. This is seen in their effective planning which builds on what pupils already know to set well-matched tasks for the wide range of ability in mixed-aged classes.
- Teachers' marking of pupils' work consistently provides appropriate encouragement but also clear guidance on how to improve it further. Pupils value this and have opportunities to respond to these comments so they can become more successful in their learning.
- Teachers provide a range of opportunities in which pupils can master their use of mathematical skills. For example, in a Years 4, 5 and 6 mathematics session focused on finding patterns and making predictions, pupils were required to explain their different approaches and consider alternative ways to address a range of patterns; as a result, their learning was effectively extended.
- Pupils competently develop their literacy skills in their work, as seen in a Years 2 and 3 session in which pupils successfully applied a range of techniques to write a story from a different point of view. They clearly enjoyed reading their revised accounts to their classmates.
- Pupils' use of subject vocabulary is developed through a variety of tasks. For example, in a Year 1 session on estimating and measuring, pupils explored a range of visual images and objects. This enabled them to talk about the accuracy of their work and how they might improve it.
- Other adults, both within the classroom and during small group work, provide appropriately targeted support. Consequently, disabled pupils and those who have special educational needs gain confidence to become increasingly successful in their work.
- Teachers use questioning well to support pupils' learning, especially during group work. However, they do not always check pupils' understanding during tasks in ways that serve to deepen this so they make even stronger progress.

The achievement of pupils is good

- Pupils in all year groups typically make good progress in their reading, writing and mathematics. This is because of the positive effect of actions taken by school leaders since the last inspection. Attainment has also improved in mathematics, a key area for improvement in the previous inspection.
- Pupils' achievement is good by the end of Key Stage 2. In a school with small year groups, some variability in performance occurs but overall by the end of Year 6, from their individual starting points, pupils are successful in reading, writing and mathematics.
- By the end of Year 2, attainment is good. The proportions of pupils who achieve higher standards, especially in their reading and writing, are above average.
- Pupils relish reading. Younger pupils enthusiastically express written text in ways which bring characters alive in their reading. Older pupils enjoy a wide range of books including classics such as *The Silver Sword* along with those by modern authors such as Michael Morpurgo. They confidently use higher skills such as inference in their reading.
- Disabled pupils and those who have special educational needs make good progress similar to their peers. Teachers and other adults provide good guidance and support so that they are fully engaged in school work and enjoy success in their work.
- The small numbers of most-able pupils achieve well. Teachers ensure they are suitably challenged in their work so that from their starting points at the end of Key Stage 1, they continue to be successful in their learning throughout the school.
- Disadvantaged pupils typically make good progress. Small numbers of disadvantaged pupils in Year 6 in 2014 restrict conclusions about whether any gaps in attainment between these pupils and other pupils nationally have widened or narrowed.
- Pupils' achievement in English grammar, punctuation and spelling does not yet match that in their reading and writing. This is because pupils do not always have enough opportunities to develop their accurate use of grammar, punctuation and spelling in all their subjects.

The early years provision is good

- The leadership and management of the early years provision are good. Support of both parents and children as they move into the Reception year is comprehensive. There is a clear sense of direction, and checks on how well children are doing are accurate and help track ways in which children's learning may be extended.
- A wide variety of resources and activities support children's development of their basic literacy and numeracy skills. Their learning is extended very well into the outside setting where they use resources in their play based around themes such as shape and number.
- All aspects of children's learning are recorded very well, including how they express themselves through art and other creative work. Homework is successfully planned in ways which help parents share in their child's learning.
- The children are safe and children's behaviour is good. Adults' consistently high expectations ensure children develop well and demonstrate positive attitudes to learning. Children listen carefully and are quick to respond. They develop good personal and social skills regardless of their starting points.
- Teaching is consistently good or better. Adults use questioning well to engage children in conversation and help them express their ideas so that both their understanding and confidence grow. However, as with other colleagues, they do not always check children's understanding during tasks in ways which serve to deepen this so they make even stronger progress.
- Children learn about heroines such as Grace Darling and retell their own rescue stories in an accurate sequence. Their knowledge is developed through visits to the local lifeboat and maritime museum.
- A successful feature of teaching is the focus on phonics (linking letters with the sounds they make) so that children develop well in their communication skills. Children are effectively encouraged to write down their ideas and extend their use of fine motor skills. As a result, children make good progress.
- The school prepares children well for entry into Year 1. Most children enter Reception with skill levels broadly typical for their age, albeit given small numbers, this may vary from year to year and with some children's communication skills below the levels expected. Nonetheless, a good proportion achieves a good level of development and some exceed this, for example in mathematics.

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

Unique reference number	111988
Local authority	Cornwall
Inspection number	462502

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Robert Hurrell
Headteacher	Mark French
Date of previous school inspection	17–18 February 2013
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