

Inspection of a good school: Flushing School

Coventry Road, Flushing, Falmouth, Cornwall TR11 5TX

Inspection dates:

19 November 2019

Outcome

Flushing School continues to be a good school.

What is it like to attend this school?

Flushing School is a welcoming and friendly school. Pupils work hard. They show good attitudes to their learning because they want to be successful. Teachers have high expectations of pupils. They plan activities that develop pupils' knowledge and skills well. Pupils feel safe, happy and well cared for. Relationships between staff and pupils are supportive and respectful.

Pupils behave well in lessons and around school. They concentrate and do not interrupt the learning of others. They are well mannered and considerate. Pupils say that bullying is rare. When it does happen, adults sort it out straight away.

Pupils appreciate the many opportunities that the school provides beyond their usual lessons. The wide range of clubs on offer appeals to their different interests. The school makes good use of its links with the local college to promote pupils' enjoyment and participation in sports. For example, on the day of the inspection, pupils in Year 5 and 6 were participating in a swimming gala.

Parents are very positive about the school. A typical view was, 'The school is very nurturing and caring. It provides lots of opportunities for the children to do well'.

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

Leaders provide pupils with an engaging and well-balanced curriculum. It prepares them well for the future. The school organises its curriculum to meet the needs of all pupils. Leaders have set out the knowledge and skills that pupils should develop at each point in their education. Subjects are structured to ensure that pupils develop new knowledge and skills step by step.

Leaders put great importance on the teaching of reading. Staff are well trained and have strong subject knowledge. The teaching of phonics is effective. Pupils who struggle with their reading catch up well. Teachers promote a love of reading. They share books with

their pupils with confidence and enjoyment. Reading areas are enticing and well used. Shared stories captivate pupils' interest. They listen with enjoyment and enthusiasm. As a result, pupils gain a strong understanding of what they read.

In Reception, children listen closely to adults and master new letters and sounds correctly. Children use their phonic knowledge well to read simple sentences. Children enjoy their learning and concentrate well. Leaders have thought carefully about the content of the early years foundation stage (EYFS) curriculum. Children are developing their knowledge, understanding and skills across all areas of learning. However, the new arrangements for learning outside are not yet well established. There is not a sharp enough focus on children's physical development.

The mathematics curriculum is demanding and well ordered. Teachers are confident in their mathematical subject knowledge. They use their assessments to identify what pupils need to do next. Pupils have plenty of time to practise mathematics. They are well supported with their learning. However, pupils can struggle when talking about their mathematical reasoning.

Teachers make sure that the needs of pupils with special educational needs and/or disabilities (SEND) are met. Well targeted support is enabling pupils with SEND to know, remember and do more. Teachers use information to ensure that these pupils achieve well over time.

Leaders have strong systems in place to manage pupils' behaviour. Staff follow these. As a result, pupils behave well and are usually attentive in lessons.

Extra-curricular activities are well planned to develop pupils' wider experiences. Leaders ensure that all pupils, including the disadvantaged, have opportunities to take part in an extensive range of activities. The school's work in this area is ambitious. For example, the school stages performances such as 'Wind in the Willows' and puts on annual pantomimes for the local community.

The headteacher pays attention to staff workload. He manages this carefully. Staff enjoy working at this school. They feel valued and say that leaders are considerate of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders act decisively when dealing with any concerns. They seek help and guidance from other professionals. This ensures that pupils and their families receive the right help. Staff recruitment is well organised, and all necessary checks are carried out. Leaders know the needs and the vulnerabilities of their pupils well. Staff are alert to the potential signs of abuse. They act swiftly to ensure that any concerns are passed on quickly. Pupils have a trusted adult to whom they can go with a worry or a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although the mathematics curriculum is well developed, its impact on improving pupils' skills in expressing their reasoning is too limited. Pupils struggle to explain their thinking in mathematics. Leaders should make sure that learning in mathematics develops pupils' ability to articulate their reasoning.
- Leaders have thought carefully about the content of the EYFS curriculum. However, aspects of the physical learning environment are not developed well enough. There are too few opportunities for children to consolidate and deepen their knowledge and skills outside. Leaders need to assure themselves that children have ample time to learn inside and outside, and that children's physical development is promoted consistently well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Flushing School to be good in April 2015.

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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	111988
Local authority	Cornwall
Inspection number	10107598
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair of governing body	Robert Hurrell
Headteacher	Mark French
Website	www.flushing.cornwall.sch.uk
Date of previous inspection	15–16 April 2015

Information about this school

- The school has a Christian character. It is part of the Diocese of Truro.
- The school is significantly smaller than the average-sized primary school.
- The number of pupils on roll has increased significantly since the last inspection.
- The school has recently changed its class structure. It now operates four classes in the morning, reducing to three in the afternoon.
- The school has recently extended its provision to include children from the age of three. As part of this process a new early years provision has been established off-site.

Information about this inspection

- During this inspection, inspectors met with the headteacher and representatives from the governing body, including the chair of governors.
- Inspectors did deep dives in these subjects: reading, mathematics and physical education. This entailed discussions with subject leaders; visits to lessons; looking at examples of work; discussions with teachers; discussions with pupils and listening to pupils read.
- Inspectors also scrutinised information relating to safeguarding, such as the school's

single central register, risk assessments on both school sites and procedures for safer recruitment.

Inspection team

Neil Swait, lead inspector

Ofsted Inspector

Simon Bissett

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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