

# Fourlanesend Community Primary School

Inspection report

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<b>Unique Reference Number</b>	111960
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	289118
<b>Inspection date</b>	19 September 2007
<b>Reporting inspector</b>	Paul Sadler

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

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<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 on roll</b>	
School	77
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rebecca Lingard
<b>Headteacher</b>	Lynnette Selbie
<b>Date of previous school inspection</b>	20 July 2005
<b>School address</b>	Fourlanesend Cawsand Torpoint PL10 1LR
<b>Telephone number</b>	01752 822502
<b>Fax number</b>	01752 823407

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is much smaller than average and serves a rural part of south-east Cornwall. Almost all the pupils are of White British origin and very few speak a language other than English at home.

The previous inspection in May 2005 found that the school had serious weaknesses in the standards and achievement of pupils in mathematics and science, and in the use of assessment to plan work.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. Parents, many of whom comment on the 'positive, effective leadership', recognise rightly that many improvements have been made since the previous inspection. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Improvement has come about because school leaders have identified the reasons for the shortcomings that existed and have taken decisive and effective actions to put things right. Examples include the raising of standards in mathematics and science, the use of assessment to plan work, and changes in the deployment of teachers to use their skills to the full. Pupils' achievement is good. Starting school with average skills and knowledge, at the end of Year 2 in 2007 all pupils attained at least the expected standards in reading, writing and mathematics. At the end of Year 6, pupils attained standards in tests in mathematics and science that were above local averages. In English, standards were average. The school has identified some weakness in standards of writing and has taken action to improve these.

Pupils greatly enjoy school and feel secure, confident that they can approach adults with a problem. They have a good understanding of how to keep healthy and safe, and particularly enjoy the excellent outdoor facilities and play equipment the school offers. They behave very well and report that there is no bullying. They contribute well to the school and the local community, for instance, by older pupils helping younger ones and by collaborating with other schools in theatrical productions. Pupils respond less well to the school's provision to promote their spiritual and cultural development, as planning for these is less rigorous than for other aspects of their education.

The good teaching is based on assessment that is used well to plan work that matches pupils' individual needs and abilities. Notably good features of the teaching are the sophisticated discussions about the work between pupils and with adults, the development of the confident use of information and communication technology (ICT) by pupils, and the support provided by teachers and teaching assistants to pupils of all abilities. Marking, although satisfactory, does not always make clear to pupils how they can improve their work, especially in their writing. Targets, however, are used well to guide pupils, who are cared for well through the school's very good arrangements for child protection and welfare. The school has planned a good curriculum that enables pupils to develop their skills of literacy, numeracy and ICT through a range of subjects. French is taught and there is a good variety of educational visits and other additional activities.

The good leadership and management arise from monitoring and evaluation that have been used very well to identify and correct shortcomings. Subject leadership is good and has led to improved achievement in science and, especially, in mathematics. The school sets itself challenging targets, most of which have been achieved, and is increasingly using a detailed analysis of pupils' progress to refine the process. It is too early to assess the impact of recent major changes in the Foundation Stage and Years 1 and 2, but the signs are promising. Governors are effective in their work and have taken difficult but necessary decisions to improve the quality of education provided by the school. Their policy for race equality is not regularly monitored and reviewed, as is required. There has been very good improvement since the last inspection and the school is well placed to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The Foundation Stage provides children with a good start to their education. Until recently, some children did not make the expected progress. This was recognised by the school and in September 2007 major changes were implemented. The initial evidence is that children are now making good progress owing to improved leadership and management, teaching, assessment and a curriculum which makes full use of the available resources, including the newly opened covered outdoor area.

### **What the school should do to improve further**

- Raise standards of writing, for instance, by improving the quality of marking so that pupils are clear as to how to improve their work.
- Improve provision for pupils' spiritual and cultural development through more rigorous planning of these aspects of the school's work.
- Regularly monitor and review the school's policy for race equality.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well by reaching standards that are above average by the time they leave. Available evidence shows that in the summer of 2007 all pupils in Year 2 attained the national expectation of Level 2 in reading, writing and mathematics, with many attaining the higher Level 3. At the end of Year 6, challenging targets were met for mathematics and science. The target set for English was not met and the school has identified weaknesses in pupils' writing as the reason for this. Action has been taken to rectify this weakness. Nevertheless, data provided by the local authority shows that the progress made by these pupils in Years 3 to 6 was above the average in the schools maintained by the authority. Pupils achieve well in other subjects, including ICT and physical education. All pupils, including those with learning difficulties and/or disabilities, progress equally well.

## **Personal development and well-being**

### **Grade: 2**

Pupils behave well both in class and around the school, and there are good relationships between them. Their attendance is satisfactory and is improving. They have a good understanding of the importance of healthy eating and exercise, and of how to keep safe, for instance, when using the Internet. Pupils make a good contribution to the community, for instance, as members of the school council. They are confident in giving their opinions on how to improve the school. Older pupils assist younger ones in setting personal goals and targets, an innovative idea. Pupils' development of the skills needed in later life, such as literacy, numeracy and ICT, is good.

Pupils' spiritual, moral, social and cultural development is satisfactory. Restricted opportunities for spiritual experiences limit pupils' understanding of the world. Staff are aware that pupils do not enjoy assemblies and rightly plan to correct this. Pupils also have a restricted understanding of the range of cultures present in British society because they have relatively few opportunities to learn about them.

## Quality of provision

### Teaching and learning

#### Grade: 2

The good teaching has a number of important strengths. Work is planned well to meet the needs of pupils of different ages and stages of development. Discussions between pupils are of high quality, for instance, when a Year 5 pupil showed her friend how to multiply 60 by 60. Adults explain the work carefully and use techniques such as the use of rhymes to aid pupils' memory. Assessment is thorough and accurate and teachers have a good understanding of how to measure pupils' progress. Marking is diligent, but does not always show pupils how the work could be improved, especially in writing.

### Curriculum and other activities

#### Grade: 2

The curriculum provides a good range of interesting activities. The curriculum for the Foundation Stage now develops the full range of skills children need to acquire. Pupils are shown how to solve problems relevant to other subjects, such as the estimation of area or volume. A good range of opportunities is offered beyond what is required, for instance, in music, sport and modern foreign languages. There are limited opportunities for pupils to develop their spiritual and cultural awareness.

### Care, guidance and support

#### Grade: 2

Arrangements to safeguard children are extremely rigorous and meet all current requirements. Parents and pupils express confidence in the care offered. 'My child is receiving a good education in a friendly and caring environment' is a typical view. Pupils are given good academic guidance. Targets are appropriate and challenging, and pupils understand their use well. Older pupils have a good understanding of national standards and of what they need to do to achieve them. Marking, although satisfactory, is a weaker aspect of this guidance.

## Leadership and management

#### Grade: 2

The headteacher and senior leaders, supported by the governors, provide very good leadership. Difficult decisions have been taken and pursued, for instance, in changing the deployment of staff in order to best use their skills. Effective subject leadership has led to improved achievement and standards, for instance, in mathematics and science. However, some significant changes have been made very recently, especially in the Foundation Stage and Years 1 and 2, and their impact cannot yet be fully assessed. Good partnerships have been forged with parents, local schools, community groups and external agencies, a significant improvement on the recent past. Monitoring of teaching and evaluation of data have been used very effectively by both staff and governors to bring about improvements in pupils' achievement and in teaching, although the impact is not yet summarised well in documentation. The policy for race equality is not routinely monitored and reviewed as is required. Concerted and decisive action has brought about very good improvements since the last inspection which ensure good equality of opportunity for pupils, and the potential for these improvements to continue is good.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Fourlanesend Community Primary School, Cawsand, Cornwall PL10 1LR

My colleague and I very much enjoyed talking and listening to you and seeing your work when we visited your school recently. We want to thank you for spending time with us. We especially enjoyed hearing what you yourselves think of your school and how much it has improved recently.

Yours is a good school. You and your parents agree with us that it has improved a lot. These are some of the most important things about it.

- You are making good progress and pupils in Year 2 and Year 6 did well in tests and assessments in the summer of 2007, although Year 6 did not do quite as well in writing.
- Teaching is good. You are given work that is neither too easy nor too difficult for you. Teachers and teaching assistants give you lots of help.
- You have a good understanding of right and wrong and of how to keep healthy and safe.
- You behave well, and tell us there is little bullying.
- You enjoy school a lot and your attendance is satisfactory and improving.
- You do a lot to help other people, especially in school. We were impressed that Year 6 pupils have helped Year 2 in setting their targets.
- You are given interesting work to do. There are lots of activities for you such as clubs and trips.
- You are cared for very well and teachers tell you how to improve your work by setting you targets, which you understand very well.
- The headteacher, other staff and governors lead the school well.

We have asked the school to improve three things. We want teachers to help you improve your writing by giving you more help when marking your work. We think you should be taught more about appreciating the world and all the people who live in Britain. You can help. For instance, the school council could discuss how to make assemblies more interesting. The governors need to do some work on the school's policy for race equality.

Yours sincerely

Paul Sadler Lead Inspector

27 September 2007



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Lead Inspector