

Flushing CofE VC Primary School

Inspection report

Unique Reference Number	111988
Local Authority	Cornwall
Inspection number	337802
Inspection dates	6–7 October 2009
Reporting inspector	Gail McLean

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	The governing body
Chair	Robert Hurrell
Headteacher	Mark French
Date of previous school inspection	6 October 2006
School address	Coventry Road Flushing Falmouth TR11 5TX
Telephone number	01326 374498
Fax number	01326 374498
Email address	head@flushing.cornwall.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at school documents including the development plan, key policies, arrangements for safeguarding pupils and 19 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how consistent pupils' progress is in English at Key Stage 2
- the extent to which teaching is sufficiently challenging for lower-attaining pupils
- how effective outdoor provision is for children in the Early Years Foundation Stage
- how well the school community works together to bring about needed improvement.

Information about the school

This school is much smaller than average and there are more girls than boys on roll. The proportion of pupils entitled to free school meals is above average. A higher than average proportion of pupils leave or join the school after Year 2. Almost half of the pupils come from outside the village through parental choice. Almost all pupils are of White British backgrounds and none is at an early stage of learning English as an additional language. The proportion registered as having special educational needs and/or disabilities is above average and most have moderate learning or speech, language and communication difficulties. The school holds the Healthy School Award. There is no childcare provision available.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Flushing is a good school. It has improved measurably since the last inspection. Under the skilful direction of the headteacher, the staff, governors and parents work closely together for the good of each child. There is a real sense of community and as one parent said, 'There is a genuine family feel to the school'. Leaders and managers have clearly identified the school's strengths and weaknesses and how best to bring about needed change. The focus given to systematically improving the quality of teaching and learning has proved effective and illustrates the school's good capacity for further improvement. Teaching is consistently good throughout the school. Pupils enjoy their lessons because they are well planned, interesting and varied. As a result, pupils make good progress in their learning which is reflected in the pattern of improvement in pupils' attainment. Although numbers of pupils in each year group are small, the majority of indicators show that attainment is above or significantly above average by Year 6. Achievement in science has been most dramatic because lessons are particularly stimulating and relevant to the ages, interests and ability levels of the pupils. The school rightly identified a falling trend in reading that contrasted with the improvements in writing. The impact of the work to improve reading has resulted in notable gains made for all groups of pupils. Attainment and progress is now comparable to that in writing but the school has rightly identified the need to consolidate improvements in reading by embedding successful strategies into the culture of the school.

The school's good curriculum is well organised, imaginative and meaningful to pupils. The secure working partnerships with neighbouring schools, agencies and local experts make a strong contribution to the richness of the curriculum and to pupils' good achievement. These links go a long way to offset the limitations of the Victorian school building. Pupils receive a well-balanced education that prepares them well for the next stage in their education and adult life. They thrive because meeting the needs of each individual child is central to the work of all members of staff. Inspection findings show that prompt actions are taken to provide well-targeted support for all pupils; any barriers to learning experienced by lower-attaining pupils are tackled well and individual talents, for example, in sports or music, are supported and encouraged. The caring ethos, the consistent way in which pupils are managed and the attention given to each child are reflected in the harmonious atmosphere within the school. Relationships are very good and pupils respond to the expectations made of them by behaving well, taking responsibility for their actions and respecting the views and feelings of others. Their involvement in the local community is a notable feature of the school's work, reflecting its approach to promoting community cohesion. Successful and full participation in the Flushing Heritage Project and Flushing Art Week are just two of the

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many community events enjoyed by the pupils.

The school building has recently been upgraded providing an environment that is generally conducive to learning. The premises and equipment are organised efficiently but facilities for the Early Years Foundation Stage continue to be limited. The enthusiasm and creativity of the staff offset these limitations to a large extent but the need remains to improve the overall satisfactory provision for the very youngest children so that they can make the very best possible progress.

What does the school need to do to improve further?

- Implement plans to improve teaching and provision in reading so that pupils' attainment and progress are of an equally high standard.
- Enhance provision for the Early Years Foundation Stage so that children's progress towards their expected levels is consistently good, particularly in relation to outdoor learning.

Outcomes for individuals and groups of pupils**2**

The vast majority of pupils thoroughly enjoy all aspects of school life. A number of parents and carers of Year 6 pupils commented that their children had never said that they did not want to go school. This view is echoed in the general responses to the parental questionnaires and is reflected in the above average levels of attendance, pupils' good behaviour and positive attitudes in lessons. Pupils settle very quickly to tasks, sustain concentration and successfully work independently when required to do so. The good behaviour and positive attitudes of Year 3 and 4 pupils in a lesson on similes was typical of the way in which pupils work cooperatively together, listen attentively and show appreciation of the achievements of those who are older or younger than themselves. The inspection found no evidence of any significant differences in the progress made by girls or boys or those who need extra help with their learning. Progress was good in all lessons seen and work in pupils' books demonstrated that knowledge and understanding is developed at a good pace over time. Those who have special educational needs and/or disabilities receive good support in class, and during the withdrawal sessions, so that they achieve well in relation to their starting points. Overall, standards in English, mathematics and science are above or significantly above those nationally. Progress in reading has not kept pace with improvements in writing but the school has tackled the underlying causes effectively, particularly in relation to the emphasis now placed on reading across the curriculum, resources and partnerships with parents. Pupils use their well-developed skills in information and communication technology (ICT) to good effect in most subjects and their skills contribute significantly to their future economic well-being. Pupils are taught French and progress in speaking and listening is good. Their enthusiasm and obvious enjoyment positions them well for the next stage in their educational career. Pupils enjoy the extensive range of school clubs and their involvement in the many sporting, creative and expressive arts opportunities contributes well to their good spiritual, moral,

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social and cultural development. Pupils learn about other faiths and cultural traditions and the school is implementing appropriate plans to extend their experiences of meeting and mixing with people from a range of cultural backgrounds. Pupils report that they feel safe in school and there is very little bullying or friction between pupils.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching has improved considerably since the last inspection, particularly in relation to the expectations made of Year 6 pupils. Consequently, the attainment and progress of individual pupils are good in relation to their starting points. Lessons are typically well structured to accommodate the ages and abilities in each class. Tasks are suitably interesting yet challenging for pupils so that they engage with learning and give of their best. Inspection findings show that the good blend of adult support together with modified tasks enables lower-attaining pupils to work independently, maintain high self-esteem and make good progress. Teachers use a wide variety of modern, attractive resources to motivate pupils to learn. Questioning techniques are used effectively to promote learning, assess pupils' understanding and pace lessons appropriately. Teachers

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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give clear guidance and demonstrations so that pupils understand what they have to do and why. As a result, pupils quickly engage in learning and time is used effectively. In mathematics and science, work is skilfully adapted to pupils' abilities so that they achieve well. Until recently, greater emphasis was placed on promoting writing rather than on reading skills. This imbalance has now been rectified and indications are that standards in reading are now comparable with the high standards in writing.

The school's assessment procedures are followed consistently and outcomes are used effectively to guide the actions taken by staff in meeting the needs of all pupils. A good feature is that pupils are actively involved in assessing their own learning. This helps them and their teachers evaluate whether or not the lesson has been successful and sufficient progress has been made. The well-constructed curriculum uses the opportunities for learning presented by the local environment to good effect. The village, coastline, nearby towns and countryside are used imaginatively to enliven learning and enthuse pupils. The positive partnerships with neighbouring schools enable pupils to benefit from specialist teaching, for example in modern foreign languages. The well-attended clubs and activities enrich the pupils' experiences, particularly those involving sports and creative arts such as music. The limitations imposed on the curriculum by the building and site are largely overcome by the creative use of local facilities, such as the village bowling green. Nevertheless, the absence of a school hall hampers staff in their ability to enhance curriculum provision even further. The targeted support for individuals and groups of pupils, together with positive partnerships with most parents and carers, is reflected in the good behaviour and attitudes of pupils. The caring actions of staff mean that pupils can always find an adult to go to if they have concerns. Procedures for safeguarding pupils and child protection are good; they are known, understood and followed by all staff and governors.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher leads very well by example and has successfully created a strong sense of teamwork among the staff, governors and parents. Staff are enthusiastic, supportive of one another and keen to help pupils do well. Arrangements for safeguarding pupils are founded on good practice and are well developed. Management responsibilities are distributed appropriately, and evaluating the school's performance is done systematically. The school's drive, ambition and determination to bring about

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needed change can be seen in improvements in teaching. The impact of this is evident in the better academic achievement, particularly for Year 6 pupils, and enhanced provision for the Early Years Foundation Stage. In addition, the careful tracking of each pupil's progress and swift response to any hint of underachievement mean that the school is successfully promoting equality of opportunity. Governors discharge their duties effectively and have an integral role in evaluating how well the school is doing. They make visits to the school and receive reports from a variety of sources. Together with the headteacher and staff, careful analysis of the information is ensuring that priorities in the development plan are well founded. For example, work to enhance community cohesion has resulted in a cost-effective working partnership with a London school. All groups within the school community have worked together to maximise the potential of the school setting, and to make prudent investments. For example, the school wisely invested in a bank of portable laptops which offer more flexibility than static workstations. Non-load-bearing walls have been removed, creating classrooms that are more light and spacious. These decisions have impacted positively on provision and the school is rightly exploring strategies for further improvements to the building.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Due to unexpected circumstances, plans to radically modernise the school were recently postponed by the local authority. Decisive action was then taken by the school to upgrade parts of the building. Despite the school's best efforts, indoor conditions are relatively cramped for the youngest children and there is no covered outdoor area. This

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limits the scope of the school to provide a fully enabling environment that consistently supports and extends children's learning and development, especially in relation to outdoor learning during wet weather. Nevertheless, the improvements made to both the indoor and outdoor spaces have enabled the school to meet the requirements of the Early Years Foundation Stage Framework effectively. Children make at least satisfactory progress and the vast majority reach the levels expected for their age by the end of the Reception year. Furthermore, there are signs that the better opportunities for purposeful play and exploration are leading to better progress. Children's attitudes and behaviour are good. They successfully learn to play together, listen to others and readily take responsibility for collecting and returning equipment. They clearly enjoy their learning and respond well to the interesting activities and colourful resources. Staff work effectively together and planning demonstrates a good balance between adult-led and child-led activities. Through careful observation and thorough assessments, staff know each child well; they understand their individual learning and development needs. They diligently respond to significant changes in children's behaviour or well-being and take appropriate action. Partnerships with parents and carers are good. Those spoken with say they trust the school and are appreciative of the work done to improve provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers say that their children enjoy school, feel safe and that they are progressing well. Parents and carers feel that the school is helping them to support their children's learning and that they are consulted and informed about school life. A very small minority feel that the school does not take account of their suggestions and concerns well enough. The school is aware of this and is trying to be more receptive. Although a very small minority of parents and carers feel strongly that inappropriate behaviour is not dealt with effectively and their children are not prepared well for the next stage in their educational career, the inspection findings do not support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Flushing CoE VC Primary school to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 19 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	58	6	32	2	11	0	0
The school keeps my child safe	17	90	2	11	0	0	0	0
The school informs me about my child's progress	9	47	10	53	0	0	0	0
My child is making enough progress at this school	10	53	9	47	0	0	0	0
The teaching is good at this school	13	68	6	32	0	0	0	0
The school helps me to support my child's learning	11	58	8	42	0	0	0	0
The school helps my child to have a healthy lifestyle	12	63	7	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	47	8	42	0	0	2	11
The school meets my child's particular needs	9	47	10	53	0	0	0	0
The school deals effectively with unacceptable behaviour	13	68	4	21	2	11	0	0
The school takes account of my suggestions and concerns	11	58	5	26	2	11	1	5
The school is led and managed effectively	16	84	3	16	0	0	0	0
Overall, I am happy with my child's experience at this school	14	74	5	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 October 2009

Dear Pupils

Inspection of Flushing CofE VC Primary School, Flushing, TR11 5TX

Thank you for making us so welcome when we came to visit your school recently. We spoke with many of you and visited all of your classes. We enjoyed our time with you and I am now writing to share with you what we found out about your school.

We believe that yours is a good school. The adults work hard to look after you and to help you live fit, healthy and safe lives. You work hard too and we agree with your parents that you make good progress in your learning. Your teachers plan good, interesting lessons and you clearly enjoy school very much because your attendance levels are above average. You listen well to your teachers and concentrate so that your standards are better than those in many other schools. Your behaviour is good. We were impressed by the sensible way you walk to and from your school and how you look after each other so other well.

There are two things that we would like your teachers and governors to do to make your school even better. By the time you leave in Year 6 your writing is good so we would like you to be given even more opportunities to read so that your reading levels always match your good writing abilities. You can help too by still working hard with your writing and practising your reading regularly. A great deal of money has been spent recently making your school bright and spacious. We think the school looks lovely now but the very youngest children still do not have very much space in which to play and learn. We would like your teachers and governors to carry out some plans they have to make the school even better to give everyone more room and allow the youngest children to play outside, even when it is raining. Changing parts of the school building might take quite a long while, so in the meantime you can help to keep your school a happy, friendly place by continuing to do your very best, caring for each other and looking after all the equipment. One of your parents said that they thought you were lucky to go to such a good school. We agree!

Yours faithfully

Gail Mclean

Lead inspector

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