

# Furzeham Primary School

## Inspection report

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<b>Unique Reference Number</b>	113190
<b>Local Authority</b>	Torbay
<b>Inspection number</b>	357284
<b>Inspection dates</b>	16–17 February 2011
<b>Reporting inspector</b>	Alexander Baxter

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Milner
<b>Headteacher</b>	Amanda Timbrell
<b>Date of previous school inspection</b>	18 June 2008
<b>School address</b>	Higher Furzeham Road Brixham, Devon TQ5 8BL
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons and observed 11 teachers. They observed the school's work, and attended two whole-school assemblies. Inspectors evaluated break times, before- and after-school activities, and held meetings with representatives of the governing body, staff, pupils, and parents and carers. They looked at plans and policies, records of assessments and the tracking of pupils' progress. The provision and planning for pupils who are potentially vulnerable or have special educational needs and/or disabilities were evaluated. In addition, questionnaires completed by 133 parents and carers, 80 pupils and 23 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The consistency of teaching and learning across the school, especially in Years 3 to 6.
- The impact of the school's efforts to improve attainment and progress, especially across Years 3 to 6 and in mathematics.
- How well leaders and managers take steps to include an increasing number of pupils joining the school later than at the normal time and seek to improve provision and pupils' achievements.

## Information about the school

This is an above average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. A large majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils joining the school other than at the usual times is above average. Children in the Early Years Foundation Stage are taught within Nursery and Reception classes.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Furzeham Primary School provides its pupils with a satisfactory quality of education. Led by a clearly focused and determined headteacher, the school is emerging steadily from a disruptive period of staff changes and is now more solidly targeting the improvement of teaching and learning and pupils' achievement. This can be seen in the successful welcome given to an increased number of pupils joining from other schools and the well targeted interventions, which are helping to reduce previous underachievement. Pupils' attainment is now broadly average in English and mathematics at the end of Year 6 and an increasing amount of good progress is evident throughout the school. However, weaknesses remain in basic skills, especially in number skills, and there are insufficient opportunities for pupils to practise their numeracy and literacy skills in other subjects. Current outcomes represent satisfactory pupils' achievement, including by those with special educational needs and/or disabilities and those arriving from other schools.

These are the other main findings.

- The exceptionally effective Early Years Foundation Stage is a strength of the school, which gives children an excellent start to their education. This is because teaching and learning are consistently and very effectively based on developing learning through stimulating practical activity.
- Good links with parents and carers help to ensure that pupils enjoy school, make effective use of the good variety of clubs that the school provides and attend regularly.
- School leaders and the governing body ensure that development planning identifies relevant priorities. Although self-evaluation procedures are satisfactory, the expected effect of planned actions to raise pupils' outcomes is not always monitored with sufficient rigour by senior staff and the governing body to sharpen their ability and actions to bring about the intended improvement. As a result, and given a continuing degree of instability in staffing, embedding consistently good practice through Year 3 to 6 is proving difficult and has not yet been achieved. Consequently, pupils' progress is slowed on occasion.
- Even so, the continued and fruitful development of the Early Years Foundation Stage, good improvement in provision and pupils' achievements in Years 1 and 2, and the successful raising of attendance, all since the previous inspection, show the school's sound capacity for further improvement.
- Improved and now satisfactory procedures in tracking pupils' progress have strengthened the school's ability to support pupils with special educational needs and/or disabilities and those new to the school, and to intervene, as necessary, to rectify underachievement.

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- Teaching, learning and the curriculum are satisfactory. Pupils do well in Years 1 and 2, because of mostly good teaching, which builds well on previous learning. Although there is some good class teaching and improved group support in Years 3 to 6, provision is patchy, especially in mathematics. Assessment is not consistently well used in planning to meet individual needs. Marking also lacks consistency and some pupils are not made aware of the next steps needed to improve their work, and this constrains their progress, particularly in developing basic numeracy and literacy skills.
- Curriculum planning in Years 3 to 6 lacks consistency in the way pupils are challenged and stimulated to engage fully as self-evaluative learners. This means that pupils' use of computers and their ability to reflect independently, for example, about different communities in the United Kingdom and in the wider world are not always fully developed by the time they leave the school.

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

- By January 2012, accelerate pupils' progress through Years 3 to 6 and raise their attainment, especially in mathematics, by:
  - providing more opportunities for pupils to practise the skills they have learned in literacy and numeracy lessons in other subjects
  - providing more opportunities for pupils to use basic number skills in solving mental calculations and real-life problems.
- By the end of the present academic year, ensure that the large majority of teaching and learning in Years 3 to 6 is consistently good or better by rigorous monitoring to embed good practice including:
  - making sure that all teachers use assessment information to plan and implement learning activities that are always matched well to pupils' needs and abilities, especially in mathematics
  - monitoring lessons and teachers' marking more effectively to ensure that pupils know what they have to do to improve and make good progress, especially in mathematics.
- Ensure consistency in planning so that the curriculum progressively:
  - develops pupils' skills, including information and communication technology (ICT) skills, as they move through the school
  - extends the pupils' spiritual and cultural development, especially their understanding of different communities in the United Kingdom and abroad.

**Outcomes for individuals and groups of pupils****3**

Achievement is satisfactory overall for all groups of pupils, with satisfactory progress being made from broadly average starting points on entry to the school. Some pupils are now making better progress, especially those arriving from other schools, as a result of improving intervention strategies including small group support. Pupils with special educational needs and/or disabilities achieve satisfactorily. Observations of teaching and learning in lessons show that pupils make excellent progress in Nursery and Reception

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classes and mostly good progress in Years 1 and 2 classes. This is largely because learning activities are very well matched to pupils' needs and encourage their full engagement and enjoyment. These features are less consistent in Years 3 to 6, and lead to some pupils lacking confidence as independent learners because their basic literacy, numeracy and at times ICT skills are not fully developed. Also, on occasion, pupils are not clear about what they have to do to improve and at times, rather than think for themselves, become too reliant on adult support. Some good progress is evident though, for example, as in a Years 3 and 4 mathematics session, where pupils were interested by a practical measuring activity and accelerated their understanding and progress by responding to the teacher's challenging questioning.

Pupils understand the need to keep fit and enjoy and participate well in sports activities; however, they are less knowledgeable about the need to eat healthily. Pupils settle well as a close community during assemblies. Their confident movement around the school shows that they feel safe, but some pupils express concerns about the behaviour of a few others. While pupils' behaviour is mostly good in lessons, a very small minority are less considerate of others at lunchtimes. Pupils take their responsibilities seriously, for example on the school council, but when interviewed say that they would like more opportunities to take responsibility and contribute to the day-to-day life of the school. The pupils' satisfactory spiritual, moral, social and cultural development, while improving, is weakened in some classes by limited opportunities to reflect about their learning and extend their cultural understanding. The pupils' regular attendance, steady progress and generally good relationships with others prepare them soundly for the future.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Senior staff have worked well to establish a more effective system for tracking of pupils' progress. This is now underpinning an increasing amount of good intervention support, for example booster support in mathematics and group activity to improve pupils' spelling. By these means, teachers and their assistants are improving the way they tackle previously slowed learning. Excellent teaching and learning are a key feature in Nursery and Reception classes where children benefit from close, questioning adult support. Teaching is now mostly good in Years 1 and 2 classes and reflects a strengthened match of learning activity to pupils' abilities, which has brought a steady rise in attainment over the last three years.

Some lessons in Years 3 to 6 are planned and organised well to engage with and enthuse pupils. For example, as in an English lesson in Years 5 and 6, when pupils, having watched the film 'Johnny and the Bomb', responded exuberantly to the teacher's 'Impress Me' plea by reviewing the film's key features very comprehensively. However, this approach is not always the case across Years 3 to 6, especially in some mathematics lessons. Mathematics work is sometimes not matched sharply enough to individual needs as indicated by assessment information. Consequently, expectations are not consistently high enough. There are sometimes insufficient references in marking to pupils' targets in mathematics and to the next steps they need to take to improve their work. As a result, progress in mathematics fluctuates. Guidance on how pupils can improve their writing is clearer and

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more consistent. Although teachers generally use interactive whiteboards effectively to stimulate pupils' learning experiences, computers are not always used to best effect to enhance pupils' independent learning.

Although pupils' welfare is safeguarded securely in accordance with statutory requirements, the school acknowledges that the quality of record keeping varies.

Even so, the day-to day diligence of staff, their clear understanding of child protection procedures, and good relationships with pupils and their parents and carers, keep pupils happy and safe at school. Close links with parents and carers have also contributed well to the school's success in improving attendance and in settling pupils who join the school other than at expected times.

Good interventions, such as the mathematics workshops for pupils with particular talents and extra-curricular activity in the form of before- and after-school clubs, for example, are having an increasingly positive effect on pupils' skills and enjoyment of school. The recent introduction of a more internationally focused curriculum is another promising feature, but is not yet embedded to best effect in all classes. However, there is too much variation in curriculum planning through Years 3 to 6 in the way pupils' independent learning is developed through practical activity, including using computers and in the way basic skills are extended across other subjects. Pupils' awareness of cultural diversity is also limited by weaknesses in planning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Purposeful leadership and development planning, particularly by the headteacher, has set out what needs to be done to bring improvement. Strengths in the Early Years Foundation Stage, improved outcomes in Years 1 and 2 and in mechanisms to track pupils' progress and to support those with special educational needs and/or disabilities reflect the school's sound self-evaluation and ability to bring improvement. Additional intervention support and the increasing use of improved tracking to hold teachers to account have also helped to secure satisfactory progress through Years 3 to 6 and to sustain sound value for money. However, monitoring and support arrangements for teaching and learning have not yet been implemented with sufficient whole-school agreement and rigour to secure pupils' consistently good progress through Years 3 to 6. The governing body supports the school satisfactorily and ensures that safeguarding arrangements meet requirements and keep pupils safe, with staff well informed regarding child protection procedures. However, it recognises that its monitoring role in this and other respects is not fully effective. The school has good links with parents and carers, encouraging them to support their

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children's learning, for example, by ensuring regular attendance and sharing helpful information through 'Home School Diaries'. The school promotes equality of opportunity satisfactorily and through its inclusive ethos tackles discrimination effectively. The higher levels of attainment of some more-able pupils reflect improvement and also the now increasing progress made by pupils arriving from other schools. The school promotes community cohesion satisfactorily, especially through assemblies and community events and charitable donations. However, the school's internationally based curriculum has not been in place long enough to enhance pupils' awareness of the global and national dimensions of community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make a successful start to their school life in the Nursery and Reception classes. Excellent relationships with staff enthuse both children and their parents about what can be achieved. Leadership and management are outstanding, with the very close teamwork between staff and their very precise use of assessment to target children's needs being key features. Excellent teaching and learning within adult-led activity and in support of activities chosen by the children themselves ensure that they make exceptional progress. Most of all, the children acquire a love of school and become very eager to learn and do well. Learning is rooted in stimulating, practical activity, both indoors and outside, and is significantly enhanced by high quality, supportive, yet challenging, adult questioning and the very well-resourced environment. Examples of the excellent indoor learning seen included role play and dressing up in 'The Princess's Castle', discussing how animals might have boarded 'Noah's Ark', investigating why modelling clay sinks in water, and joyfully singing 'We are the Music Man'. Children also find learning outside equally fascinating, for example when blowing and counting colourful bubbles. By the time they enter Year 1, the

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children's confident use of words and numbers further reflects their outstanding achievement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

There was a broadly average response rate to the questionnaire by parents and carers. Most of the parents and carers who responded to the questionnaire, and a few who spoke with an inspector, indicated that overall they are happy with their children's experience at this school. Positive views related to most statements in the questionnaire. A small minority of parents and carers raised some concerns, including about how the school deals with unacceptable behaviour and the size of some classes. Inspectors considered the parents' views and agree that more should be done to improve the behaviour of a few pupils, especially at lunch- times. Inspectors also find that, where class sizes have been increased, the school is providing a suitable number of additional teaching assistants.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Furzeham 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 13 statements about the school.

The inspection team received 133 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	59	49	37	3	2	0	0
The school keeps my child safe	80	60	51	38	2	2	0	0
My school informs me about my child's progress	53	40	67	50	8	6	2	2
My child is making enough progress at this school	63	47	59	44	4	3	3	2
The teaching is good at this school	70	53	55	41	4	3	2	2
The school helps me to support my child's learning	62	47	60	45	6	5	2	2
The school helps my child to have a healthy lifestyle	54	41	71	53	5	4	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)	48	36	65	49	6	5	3	2
The school meets my child's particular needs	54	41	69	52	2	2	2	2
The school deals effectively with unacceptable behaviour	48	36	61	46	11	8	5	4
The school takes account of my suggestions and concerns	48	36	65	49	7	5	2	2
The school is led and managed effectively	65	49	46	35	10	8	4	3
Overall, I am happy with my child's experience at this school	78	59	45	34	4	3	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 February 2011

Dear Pupils

**Inspection of Furzeham Primary School, Brixham TQ5 8BL**

Thank you for welcoming us to your school, and special thanks to those of you who took the time to talk to us. We think that your school is a satisfactory school and agree with you that after a period of change the school is getting better. We were particularly impressed by the school's excellent Nursery and Reception departments.

These are the other main things we found.

- By the end of Year 6, most of you reach the levels that we expect in your subjects and these show that you have made satisfactory progress.
- You enjoy school, attend regularly and participate well in a good range of before- and after-school clubs.
- Teaching and learning are satisfactory overall, but although improving, are still too mixed in Years 3 to 6.
- Your headteacher is working hard to help staff and the governing body improve the way they work together so that you can do even better.

To help you to improve your skills and to achieve better, we have asked your headteacher, governors and teachers to do three main things.

- Improve your attainment, especially in mathematics, particularly by making sure that you learn your number facts and know how to use them, and by making sure that you can practise your numeracy and literacy skills in different subjects.
- Check carefully that teaching in Years 3 to 6 is always helping you to learn better, including making sure that the activities you do in lessons meet your needs and that marking helps you to improve.
- Give you more opportunities to improve your skills, including your computer skills, and to reflect about other people across the range of subjects. This will help to prepare you better for secondary education.

All of you can help by making sure that you work hard and asking your teacher for help if you are not sure how to improve your work.

Yours sincerely

Alex Baxter

Lead inspector

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