

# Furzeham Primary School

Higher Furzeham Road, Brixham, Devon TQ5 8BL

## Inspection dates

1–2 May 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Following the previous inspection in 2017, leaders' swift response has brought about rapid improvement. As a result, current pupils are making strong progress.
- The governing body provides effective challenge and support. Governors know the school well because they visit regularly and undertake their roles diligently.
- Middle leaders are experienced and have embraced their roles. They have used training well to tackle weaknesses identified at the previous inspection.
- There have been significant improvements in the teaching of English and mathematics. In nearly all year groups, teachers plan tasks that meet the needs of all pupils effectively.
- The teaching of phonics is now good. Pupils have a secure understanding of the sounds letters make and use it well to read and write.
- Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) receive effective support. This ensures that they make good progress.
- The curriculum is well designed and provides pupils with a wide range of opportunities to broaden their horizons. It contributes well to their academic and personal development.
- Pupils enjoy coming to school and feel safe. Pupils' conduct around school is at least good.
- Children in the early years make a good start in their learning. The proportion reaching a good level of development at the end of their Reception Year is now in line with the national average.
- The school's assessment systems for pupils with SEND do not allow for teachers to precisely identify pupils' next steps.
- Some teachers' expectations of handwriting and presentation are too low.
- Current pupils are making strong progress in reading, writing and mathematics. However, pupils' understanding of vocabulary in different contexts is not secure.
- Pupils behave well in lessons. However, where work is not well matched to their needs, pupils lose focus and do not make the progress they are capable of.
- The vast majority of parents and carers say that pupils are looked after well. Nevertheless, some parents do not consider that leaders address poor behaviour effectively or respond quickly to their concerns.

## Full report

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

- Strengthen leadership and management by:
  - improving communication with parents so that there is an increased confidence about how leaders respond to their concerns and a better understanding of the school's approaches to managing inappropriate behaviour
  - ensuring that current assessment systems provide leaders with accurate information on the progress made by pupils with SEND.
- Eradicate any incidents of low-level disruptive behaviour by ensuring that pupils are engaged in activities appropriate for their starting points.
- Improve the quality of teaching and learning so that pupils' outcomes are raised further by:
  - extending pupils' vocabulary and developing their understanding of words in different subjects and contexts to help them understand what they have read
  - improving the quality of pupils' handwriting and presentation.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the previous inspection, the headteacher, ably supported by senior leaders, has brought about swift improvement and has addressed the areas of weaknesses identified in 2017. Leaders now have an accurate view of the strengths and weaknesses of the school. As a result, the quality of teaching is now good across the school.
- Middle leaders have a secure understanding of their subject areas and responsibilities. They make regular checks on the quality of teaching and use their subject expertise to provide advice and guidance about how to improve further. Teachers have responded positively to the support given. Nearly all staff who spoke with inspectors and who responded to the online survey value the professional development opportunities they receive.
- Leaders use pupil premium funding effectively. The funding is tailored to support individual needs through personal individual plans. This has led to effective use of the funding to overcome pupils' specific barriers to learning. Evidence in current pupils' books demonstrates that they are making strong progress across all areas of their learning.
- The special educational needs coordinator is effective. She ensures that the needs of pupils with SEND are accurately identified. Adults who lead this support are effective in their roles. Nevertheless, the efficiency of the school's own assessment system does not enable leaders to monitor the progress of this group of pupils clearly enough. As a result, pupils' next steps are not always clear.
- The physical education (PE) and sport premium is used well. The leader responsible for the sport premium is very experienced and passionate that pupils engage in a healthy lifestyle. A range of clubs have increased pupils' participation in sport. Pupils in both key stages 1 and 2 have achieved recent success in winning the local swimming gala. During the inspection, pupils commented positively about the changes to the healthy food options provided, a particularly favourite being the new delicatessen bar.
- The curriculum is broad and balanced. There is a strong focus on the local area as a resource for pupils' education. For example, pupils spoke positively about the opportunities they have to learn how to sail. They also spoke enthusiastically about how extra-curricular visits underpin their learning. Leaders have ensured that pupils apply their skills across the curriculum so that it provides further opportunities for pupils to hone their skills, especially in writing.
- Pupils' spiritual, moral, social and cultural understanding is promoted well. Opportunities for their development permeate the school. Pupils demonstrate a strong understanding of social and moral values. During the inspection, pupils told inspectors: 'We might not always agree but we respect each other's thoughts and feelings.' Furthermore, pupils are particularly proud of the work that they do within the local community, such as providing food boxes for less wealthy people at Christmas. This helps develop pupils' character and prepares them well for life in modern Britain.

- Support commissioned through the local authority has been used well to challenge leaders and staff. By making effective use of this support, teaching is now consistently good.
- The school's assessment systems are underdeveloped. Currently, leaders do not have a clear overview of how well pupils with SEND are achieving across the school. On an individual level, leaders and teachers check pupils' progress and attainment carefully. However, leaders and teachers do not use this information well enough to inform pupils' next steps in their learning. On occasion, the next steps are small and current systems do not enable leaders or teachers to capture pupils' progress. Therefore, it appears that pupils are not making progress. Consequently, it is not clear how well pupils with SEND are progressing.
- The majority of parents are supportive of leaders and the quality of teaching and care provided by staff. One view, typical of others on Parent View, Ofsted's online questionnaire, was: 'A fantastic school. We are lucky to be part of the school community.'
- Nevertheless, a minority of parents do not feel that leaders, including governors, deal with their concerns adequately, including those relating to behaviour. Evidence from the inspection shows that pupils behave well in school. The lead inspector conducted an additional survey of a large sample of pupils to gauge pupils' views on bullying and behaviour. Conclusively, 97% of pupils report that bullying does not happen in the school and that behaviour is positive. The Ofsted pupil survey also supported this view. However, leaders have not been successful in ensuring that all parents understand the approaches to managing behaviour. There is still more work to do to gain the trust and confidence of all parents.

## **Governance of the school**

- The governing body is passionate and committed to continuous improvement. Regular external reviews of governors' effectiveness ensure that governors are working efficiently. Governors have specific responsibilities and play a strong role in monitoring the work of the school. They provide support and challenge to senior leaders in equal measure. This enables them to have a secure and accurate understanding of the school's strengths and areas for further development.
- Governors know how additional funding is spent and the difference it is making to pupils' outcomes. They meet regularly with leaders to review the impact of additional funding and how well the needs of pupils with SEND are being met. The challenge they provide helps to ensure that groups entitled to extra funding are making positive progress.

## **Safeguarding**

- The arrangements for safeguarding are effective. Leaders are well trained to fulfil their safeguarding responsibilities. Training for all staff is up to date concerning all the latest advice and guidance from the Department for Education. Staff spoken to during the inspection knew what to do if a safeguarding incident were to be disclosed to them. They were able to recognise the signs and symptoms of any pupils at risk of child

sexual exploitation or female genital mutilation, as well as the risks posed by radicalisation. Any reported incidents are followed up immediately with external agencies. Reporting is detailed and thorough and records are secure.

- The personal, social, health and economic education programme and assemblies teach pupils to keep themselves safe. Pupils told inspectors how training from the police provided them with the knowledge of how to respond if they did not feel safe. Pupils are also aware of the risks associated with the internet, including the use of mobile telephone technology, online gaming and social media.
- Links with a range of agencies ensure that support and advice are timely for vulnerable pupils and their families. The school's designated and deputy safeguarding officers know their families well. This is because supportive relationships ensure that vulnerable families have confidence in the school to act in their child's best interests. On occasion, where support is not forthcoming, leaders are swift to challenge other agencies.

### Quality of teaching, learning and assessment

**Good**

- The quality of teaching is good. Typically, teachers plan lessons that provide stretch and challenge to pupils. Staff welcome the guidance they receive to improve their practice, and the very large majority feel well supported by leaders. They value the high-quality support and professional development they receive. Consequently, staff morale is high. Staff who met with inspectors said: 'We are like one big family, Furzeham family.' Nearly all staff who responded to the staff survey are proud to work at the school.
- Teachers provide additional support for those who need more help with their learning. Additional adults are effective in their roles to support pupils with SEND or others who need further support. This helps these pupils to make strong progress from their different starting points in reading, writing and mathematics.
- Following the previous inspection, leaders took the decision to review the school's approach to the teaching of phonics. The teaching of phonics is effective. Staff access regular training to ensure that their teaching is enabling pupils to make strong progress in their early reading skills.
- The teaching of mathematics across the school is effective. Teachers use lots of practical resources to support pupils to visualise mathematical concepts. Much time is spent on securing pupils' ability to recall and deepen their knowledge before progressing to the next concept. This is leading to pupils' improving rates of progress in all year groups.
- Teachers consider carefully the range of topics pupils learn about and plan them to meet pupils' specific interests. Pupils are enthusiastic about their learning and show a keen interest in the topics taught. Current pupils in Year 3 were eager to share their learning on animals from when they visited Paignton Zoo in Year 2. As a result of the carefully planned curriculum, pupils' knowledge and skills progressively build from one year to the next.
- Teachers set homework opportunities for pupils to underpin their learning from the classroom. Pupils spoken to were universally positive about the homework they receive

and how it deepens their understanding further. The very large majority of parents who responded to Parent View also agree.

- There has been a full review of the teaching of reading. As a result, leaders have invested heavily in ensuring that reading books and resources motivate pupils to read and inspire a love of reading. They use high-quality and more demanding texts to teach reading. Teachers now place a high priority on teaching reading skills and comprehension.
- However, leaders acknowledge that one of the next steps for the school is to prioritise extending pupils' vocabulary. Pupils' understanding of words in different contexts is less well developed. For example, pupils in Years 4 and 5 were observed studying a text in which the phrase 'It was the calm hour of the morning' was used. Because they were unsure of the context, it hindered their ability to explain the author's intent.
- Writing is taught well in most classes and teachers provide good opportunities for writing to be developed further across the curriculum. Nevertheless, teachers are inconsistent in their approach to handwriting. The best examples are on display in classrooms and around the school. However, in books, the quality of handwriting is weak. This hampers pupils in achieving the higher standards.
- Teachers and pupils enjoy positive relationships, which enables learning to progress mostly without disruption. However, where work is too easy or too hard, pupils do not engage with their learning and their focus wanders. As a result, pupils do not always reach their full potential.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils spoken to by inspectors said they enjoy coming to school. This was confirmed by the large majority of parents responding to Parent View, who said their child is happy in school.
- Pupils said that they feel safe in school and there is always an adult to share any concerns or worries with. The vast majority of parents responding to Parent View agreed with this.
- Pupils on the school council are confident in raising any issues or concerns they have. Pupils welcome the additional leadership responsibilities that come their way. They speak favourably about the impact of peer mediators to resolve any conflict or issues that may occur during social times. Pupils recognise the privileges that additional roles bring and aspire to fulfil these positions. Due to pupils' strong understanding of democracy, pupils recognise that they have to earn the right to take on any additional roles in school.
- Pupils are very aware of the importance of healthy living. Leaders have established a health and well-being group comprising staff, governors, parents and pupils to collectively promote a healthy lifestyle. Pupils report that healthy exercise is promoted daily through a physical challenge. As a result, pupils have a strong understanding of how to live a healthy lifestyle.

- Too often, some pupils do not consistently take pride in their written work.

## Behaviour

- The behaviour of pupils is good.
- In the vast majority of lessons, pupils conduct themselves well. Most are resilient and stay on-task. However, in lessons where work is either too easy or too difficult, pupils' focus wanders and this hampers them in reaching their full potential.
- Pupils are polite and considerate with each other and adults. During the inspection, inspectors saw no poor behaviour during social times or when moving around the school. There was a calm, orderly environment around the school, including during social times.
- The rate of attendance, which was previously below the national average, has now improved to be in line with the national average. Likewise, the proportion of persistent absence was, until last year, high but is now significantly lower than the national average. Leaders have worked hard and with success to improve attendance. The importance of good attendance is promoted well throughout the school. Where there are concerns about regular absences, contact is made with parents and external agencies. This has enabled leaders to promote the value of good attendance.
- Pupils know the definition of bullying. They know how to report any bullying incidents should they arise. An additional behaviour survey, conducted by the lead inspector, found that most pupils reported that they were confident that staff would swiftly deal with any forms of bullying.
- A large proportion of parents who responded to Parent View agree that the school ensures that pupils are well behaved. This view was echoed by parents and pupils who spoke with inspectors.

## Outcomes for pupils

**Good**

- Over the last two years, pupils' attainment by the end of Year 6 at the expected standards in English and mathematics was broadly in line with the national average. The proportion of pupils attaining the higher standards was either in line with or above the national average in English and mathematics. Pupils' progress over the last two years has also been average for English and mathematics. However, there is a year-on-year positive trend of improvement.
- At the end of key stage 1 in 2017 and 2018, the proportions of pupils achieving the expected standards in reading and mathematics were in line with the national averages. Although writing was below the national average, work in current pupils' books shows that their progress is strong. In 2018, the proportions of pupils achieving a greater depth in reading and mathematics were slightly below the national averages and broadly in line with the national average for writing. However, as a result of leader's actions, work in current pupils' books and the school's current assessment information indicate that a larger proportion of pupils will achieve a greater depth.
- In 2017, the proportion of pupils achieving the required standard in the phonics screening check in Year 1 declined to below the national average. Consequently,

leaders reviewed their approach to the teaching of phonics and, by the end of 2018, phonics screening check outcomes were in line with the national picture. Inspection activities confirmed that the teaching of phonics remains strong.

- Leaders have planned the curriculum to build and develop pupils' skills and knowledge over time. Current pupils' work in science, religious education, geography, PE and the arts shows that their progress is positive.
- The numbers of pupils with SEND and disadvantaged pupils vary considerably in each year group. Nevertheless, these pupils receive effective and bespoke support, and this enables them to make good progress. However, systems used to assess attainment and progress of some pupils with SEND are not sufficiently precise.

### Early years provision

**Good**

- Approximately half the children join the Nursery or Reception class with knowledge and skills that are expected for their age. They make good progress and the proportion of children who achieve a good level of development is steadily increasing and is now in line with the national average.
- The leader responsible for the early years is knowledgeable, skilled and enthusiastic about implementing further plans to continue to develop the provision. Staff work closely together to make sure that activities and teaching are planned to meet and stimulate children's interests.
- The classrooms are stimulating and calm learning environments. Well-established routines ensure that children move around the provision with little fuss. Children behave exceptionally well and get on with each other.
- Children in the Nursery class benefit from a well-resourced outside area. They enjoy exploring all of the natural materials. During the inspection, children were enthused to use sticks to make a range of different sounds. However, the Reception class outside area is not as well developed as that of the Nursery class. There are plans under way to improve this.
- Activities provide many opportunities for children to develop number and writing skills, as well as to improve their physical and language development. A group of children in the Nursery were confidently counting to 20 using props and physical actions that motivated them to participate. Children clearly enjoy their learning, engaging with a ready smile and a joyful laugh.
- Teachers have recently introduced an online assessment system to identify what children need to learn next. Children are directed to well-thought-out playful activities that develop fine and gross motor skills, early writing and the ordering of numbers to meet their specific needs. This adopted approach develops their skills well across the curriculum.
- Staff model positive behaviours and help children develop their social skills, such as how to ask for a turn. Warm and caring relationships between adults and children permeate the provision. As a result, children are inquisitive and motivated to learn.



- Children who are disadvantaged and children with SEND are well supported. Additional adult support is effective, and children who are in this group are making positive progress from their different starting points.
- Staff have built strong partnerships and effective relationships with parents. Many parents who used the free-text service commented positively on the early years provision. One comment that encapsulated many was, 'I am so incredibly impressed by the standard and consistency of teaching within the early years.'
- Children's welfare is well supported. The provision meets statutory requirements and the safeguarding of children is of the same good quality as elsewhere in the school.

## School details

Unique reference number	113190
Local authority	Torbay
Inspection number	10088292

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	314
Appropriate authority	The governing body
Chair	Debra Wilson
Headteacher	Paul Adams
Telephone number	01803 853 347
Website	<a href="http://www.furzehamprimary.org">www.furzehamprimary.org</a>
Email address	<a href="mailto:admin@furzehamprimary.org">admin@furzehamprimary.org</a>
Date of previous inspection	2–3 February 2017

## Information about this school

- The school is larger than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who are known to be eligible for free school meals is in line with the national average.
- The proportion of pupils with SEND is below the national average. The proportion of pupils with an education, health and care plan is also below the national average.

## Information about this inspection

- Inspectors observed learning in classes across the school. Most observations were undertaken jointly with the headteacher and deputy headteacher. Inspectors also observed pupils' behaviour around the school and at social times.
- Meetings were held with senior leaders, middle leaders, the leaders with responsibility for pupils with SEND and the early years, and a sample of support and teaching staff.
- The lead inspector held a meeting with four governors, including the chair of governors.
- Inspectors spoke with pupils formally and informally during their break and lunchtimes and in class. Inspectors also listened to groups of pupils read.
- The lead inspector conducted an additional survey to gather pupils' views on behaviour and bullying.
- Inspectors examined a range of documentation provided by the school, including minutes of meetings of the governing body, the school's self-evaluation document, the school's improvement plan and documentation relating to the safeguarding of pupils.
- Inspectors examined a large sample of pupils' books from across the school.
- Inspectors spoke with parents as they brought their children to school in the morning. The lead inspector also considered 67 responses to the Ofsted online survey, Parent View, 27 responses to the staff survey and 59 responses to the pupil survey.

## Inspection team

Matt Middlemore, lead inspector	Her Majesty's Inspector
Alison Cogher	Ofsted Inspector
Martin Greenwood	Ofsted Inspector

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