

# Inspection of Flushing School

Coventry Road, Flushing, Falmouth, Cornwall TR11 5TX

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Inspection dates:	26 and 27 November 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils enjoy coming to this caring school. The warm relationships they have with the adults in the school help them feel safe and happy. Through their positive attitudes, pupils demonstrate the school's values of friendship, kindness, trust, hope, forgiveness and creativity.

Pupils behave well around the school. They are polite and courteous to staff, visitors and one another. At breaktime, they enjoy playing with their friends. Older pupils act as playground buddies for younger pupils.

The school has high expectations of pupils' learning, including pupils with special educational needs and/or disabilities (SEND). Pupils rise to meet these expectations. They work hard in lessons and try their best to succeed. Most pupils achieve well across the curriculum.

The school encourages pupils to take up leadership positions, for example being members of the school council. Pupils say that they know staff listen to their ideas. Members of the school's eco council share their pride in having introduced paper recycling into classrooms to reduce waste.

Pupils take part in the wide range of activities that the school provides for them. These include sporting and creative events at the local secondary school. These opportunities nurture pupils' talents and contribute to their wider development.

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

The curriculum is broad and ambitious. The school has carefully considered the important knowledge and skills they want pupils to learn. These have been logically sequenced to help pupils learn and remember more over time. For example, in geography, younger pupils learn about human and physical features in the school grounds. Older pupils build on this knowledge. They confidently identify the same features in the local area, then use their understanding to explain the impact of humans on the local environment.

Reading has a high priority throughout the school. Over the past two years, the teaching of reading has improved. The phonics programme starts in the Reception class. By the end of key stage 1, most pupils successfully learn to read with confidence and fluency. Those pupils who struggle to keep up with their peers get the help they need to catch up

from well-trained staff. Throughout the school, staff foster pupils' love of reading. Teachers read carefully chosen texts to their classes. Staff ensure that the books pupils read represent life in modern Britain.

Pupils with SEND are well cared for. They access the full curriculum alongside their peers. The school has recently introduced systems to identify the needs of these pupils. Where this information is well used, staff adapt learning to meet pupils' needs. However, for some pupils with SEND, this work is in its infancy. Where this is the case, learning is not adapted well enough. This limits pupils' ability to engage in their learning and hampers the progress they make across the curriculum.

Classrooms are calm and purposeful, which helps pupils to focus on their learning. From when they first join, children in the Reception class learn to follow routines and listen carefully to teachers' instructions. The school gives attendance and punctuality a high priority. It has established strong relationships with parents and carers in order to support its focus on maintaining positive attendance.

The school has established a well-devised programme for pupils' personal development. Pupils learn how to keep themselves safe, including when near the local waterfront. They participate in village events and raise funds for a range of charities. Pupils learn about diversity and celebrate the many differences that people have. The school encourages every child to develop the personal characteristics needed to become active members of society.

Staff are happy and proud to work at this school. They appreciate how leaders consider their well-being. Those responsible for governance have a strong commitment to the role. They know the school well. They engage effectively with external support. This ensures that they have the skills and knowledge required to hold leaders to account effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The support for pupils with SEND is variable. Their learning is not always closely matched to their needs. As a result, these pupils do not build their knowledge as well as they could. The school must ensure that learning is adapted to enable all pupils, including those with SEND, to progress as well as possible through the curriculum.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	111988
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10344460
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	73
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Robert Hurrell
<b>Headteacher</b>	Carolyn Power
<b>Website</b>	<a href="http://www.flushingcofeschool.co.uk">www.flushingcofeschool.co.uk</a>
<b>Date of previous inspection</b>	19 November 2019, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was appointed in September 2024.
- The school is a Church of England school, and it is part of the Diocese of Truro. The last section 48 inspection of the school's religious character took place in November 2019. The next inspection will take place within five years.
- The school has a breakfast and after-school provision.
- Since the last inspection, the school has closed its nursery provision.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the governing body, including the chair of governors and a representative from the local authority and a representative from the Diocese of Truro.
- Inspectors carried out deep dives in following subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. □ An inspector listened to pupils read to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with different groups of pupils to discuss their views of the school, their learning, their behaviour and safety.
- Inspectors considered the responses to Ofsted's online survey for parents, Ofsted Parent View. They also took into consideration the responses to the staff survey and pupil survey.

### **Inspection team**

Mark Burgess, lead inspector

Ofsted Inspector

Laura Horne

Ofsted Inspector

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