

Fynamore Primary School

Inspection report

Unique Reference Number	132093
Local Authority	Wiltshire
Inspection number	360364
Inspection dates	2–3 March 2011
Reporting inspector	Wiola Hola

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	401
Appropriate authority	The governing body
Chair	Jacqui Radford
Headteacher	Carolyn Maddox
Date of previous school inspection	18 March 2008
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Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 27 lessons or parts of lessons, seeing 16 teachers, and visited several other lessons briefly to look at pupils' work or teachers' planning or assessment records. Meetings were held with members of the senior leadership team, a group of pupils, a group of staff, and two members of the governing body. They observed the school's work, and looked at some documentation including school improvement plans, data on pupils' attainment and progress, and the school's procedures for safeguarding pupils. Inspectors took account of the contents of questionnaires filled in by pupils, staff and 248 parents and carers.

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

- How good are pupils' recent and current progress and learning, particularly in mathematics, but also in writing?
- Is the Early Years Foundation Stage still outstanding, as the school asserts and as was found in the inspection of March 2008?
- What has been the impact of the work of leaders and managers, including the governing body, on raising the quality of teaching and learning?
- How well are targets and marking used to ensure pupils have a clear idea about the next steps for learning?

Information about the school

This primary school opened in September 2001 and is much larger than average. The percentage of pupils known to be eligible for free school meals is broadly average. Over 90% of pupils are from White British backgrounds and most others are either from other White, White and Black Caribbean or Chinese heritage. The proportion of pupils with special educational needs and/or disabilities is well above average and the proportion with a statement of special educational needs is a little above average.

The headteacher has been in post since the school opened. A new deputy headteacher joined the school in September 2010. The school holds several awards: Healthy School, Sportsmark, Artsmark, Green Flag-ECO and Financial Management Standard in Schools (FMSiS) re-accreditation.

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

This is a good school. Staff and the governing body are ambitious in their pursuit of excellence and are enabling pupils to achieve well academically and personally. They are right to feel proud of many aspects of the school's work. Pupils grow in confidence and develop as polite and considerate young people, eager to work and learn. They contribute well to many aspects of school life and to activities in the local community.

Children make an excellent start to school in the Reception classes. In Years 1 to 6, teaching is good overall and pupils make good progress to reach broadly average standards in Year 6. The proportion of pupils exceeding expected levels, however, is lower than average, especially in mathematics. Pupils' progress is better in reading and writing than it is in mathematics. This is mainly because teachers are more adept in discerning exactly what pupils have grasped fully in their literacy work than in pinpointing any gaps in pupils' understanding in numeracy. Pupils do much good work in other subjects, such as art and information and communication technology (ICT). While pupils generally acquire basic skills well, there are considerable variations in the quality of handwriting. Pupils' speaking skills are generally satisfactory, although pupils are not routinely required to speak at length to expand on their thinking or ideas.

The curriculum with its many enriching elements is outstanding, as are the care, guidance and support pupils receive. Pupils enjoy the topic work that draws together several subjects in a cohesive and imaginative way. Literacy is more strongly embedded in topic work than is numeracy. Staff are extremely vigilant and seek in many ways to ensure that all pupils, and especially those whose circumstances make them vulnerable, are given the support they need to overcome any barriers to learning. Arrangements for safeguarding pupils are outstanding. Behaviour is good because high expectations have been set. Staff deal sensitively and unobtrusively with the occasional instances of less than perfect behaviour exhibited by a few pupils. Pupils respond well to the various rewards and sanctions employed. Classrooms and other areas in the school are vibrant. The many displays pay tribute to the wealth of activity in the school and honour pupils' work and efforts. Partnerships with external agencies and with local schools, for example, are extremely strong and contribute greatly to several aspects of educational provision.

Leadership and management, including governance, are good. Self-evaluation is carried out thoroughly and honestly, and is largely accurate, although some evaluations of the quality of lessons focus more on aspects of teaching than on learning. Analysis of pupils' performance is robust but should be enhanced to allow for speedier evaluation of pupils' progress viewed in specific groups, such as those with special educational needs and/or disabilities. Data are used well to identify what needs to be improved. Plans for improvement are correctly focused. Middle leaders and managers play a good part in the

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development of the school but their role in evaluating the school's effectiveness is not as extensive as it might be, especially in relation to examining closely pupils' learning.

Educational provision has been enhanced since the last inspection and this has resulted in the speeding up of pupils' progress, especially in English. The school has grown in size and its accommodation enlarged. Teamwork is strong amongst staff who value the mutual support of colleagues. Staff, as well as pupils, say 'This is a good place to be.' The school has demonstrated clearly its good capacity for further improvement.

What does the school need to do to improve further?

In order to increase the rate of pupils' progress and raise attainment, the school should:

- Develop further the quality of teaching and learning by:
 - ensuring all teachers check consistently well the depth of pupils' understanding, especially in mathematics, by good questioning and through other means
 - making more concrete pupils' experiences in mathematics and applying numeracy skills where possible in topic work
 - requiring pupils to explain more frequently their ideas, methods and approaches
 - sharing existing good practice in teaching and learning with an increased emphasis on examining what constitutes good learning.
- Strengthen leadership and management by:
 - training middle leaders to be more effective in monitoring and evaluating the quality of outcomes for pupils
 - enhancing the systems for analysing pupils' progress to show more speedily how well specific groups are doing and what should be improved.

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

Pupils enjoy school and the vast majority who completed the questionnaire say they feel safe there. These views were echoed in conversations with pupils during the inspection. Relationships are very positive and pupils speak highly of their teachers and helpers. Pupils are confident that staff care for them extremely well and help them learn, although a small minority feel they could be helped to prepare better for their next class. Many pupils spoke confidently and knowledgeably with inspectors in lessons about the targets they are working on and what levels they had already reached. Pupils' attendance is above average. Pupils come into lessons promptly and settle quickly. They listen well, work together sensibly in pairs and groups, and show considerable skill in using ICT because computers are often used for a wide range of reasons and subjects.

Attainment on entry into the Reception classes is below age-related expectations for many children. By the end of Year 2, good progress is made so that test results are broadly average in reading and writing but below average in mathematics. Progress over Years 3 to 6 is good, especially in English. The progress made by pupils with special educational needs and/or disabilities is much the same as that of their peers. In 2010, however, pupils leaving Year 6 known to be eligible for free school meals made slightly better progress than others. Results in 2010 showed that the school is narrowing the gap in attainment between these two groups of pupils.

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Pupils contribute well to the life of the school through the school council, the 'eco group' and in many other ways. They are much involved in activities and events in the locality. Older pupils were seen during the inspection supporting and encouraging younger ones in the playground and inside. Pupils' personal development has many strengths, although the spiritual dimension is not as overtly developed as others.

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	3
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	1
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

¹ 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?

Many strengths in educational provision account for pupils' good achievements. In particular, the school works very effectively in identifying any barriers to learning pupils might have and seeking to overcome them. The 'fix-it' room is one example of outstanding provision for pupils who need support for a specific reason.

Pupils are provided with many memorable experiences in lessons, in assemblies and in the wide range of enrichment activities in school time and in clubs. Inspectors saw great enthusiasm for reading on 'World Book Day' with highly inventive costumes worn by staff and pupils. Provision for pupils with special educational needs and/or disabilities is very good with well-tailored interventions for individuals or small groups as well as generally good provision in lessons. Projects such as 'Weather Watchers' offer extension activities for more-able pupils. Specific programmes to support pupils' social and emotional development are of high quality and very effective. Pupils appreciate greatly the extremely good provision for sports and physical education. The many displays around the school

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show the richness of work in areas such as art and ICT. Another strength is in the themed studies or topics that link many subjects of the curriculum and add to pupils' enjoyment of learning. These topics also support the learning of basic skills, more so for English than for mathematics.

Teaching is never less than satisfactory; it is often good and sometimes outstanding. Classrooms are calm and well organised. Partnerships between teachers and teaching assistants are very good. A wide range of helpers, including parent volunteers, support teaching and learning to good effect. In the main, teachers provide appropriate tasks to meet the needs of pupils but not all identify clearly how much pupils already know or what gaps exist, especially in mathematics. Teachers are aware of what progress pupils are expected to make and use targets well to set clear expectations. Marking is generally good. The speed of pupils' work varies from brisk in places to very pedestrian in others. It is the variability in the quality of teaching rather than any shortcoming in the curriculum or care, guidance and support that prevents pupils' progress being outstanding.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers, including the governing body, have successfully built up this good school from its creation in 2001. They are striving to raise further its overall effectiveness through clearly articulated and well-focused plans. The school environment is fresh, attractive and used and cared for very well. Financial management is of a high order.

Senior staff have several good strategies for keeping the quality of teaching under review so as to identify strengths and relative weaknesses, although some of these place more emphasis on teaching than on learning. Good work is being done to lift pupils' outcomes, especially in mathematics, but more needs to be done here. Team- work is strong amongst staff, especially over curriculum planning within and across year groups. The school has compiled well data on pupils' attainment. While all questions concerning pupils' progress can certainly be answered, the systems for doing so are not yet as speedy as they might be, especially in relation to analysing the progress of sub-groups of pupils such as those with special educational needs and/or disabilities. In view of this, even though many aspects of work to promote equality of opportunity are highly effective, this aspect is good rather than outstanding. The school has a comprehensive policy and well-established practices that promote community cohesion very effectively in the context of the school and local community. It has yet to develop fully the national and global aspects of this work, although some links are being established with French and South African schools. Procedures for safeguarding pupils are extremely rigorous, meet all requirements

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and are subject to constant checking to ensure effectiveness. Risk assessments are outstanding. Staff and the governing body have an excellent awareness of the issues in relation to child protection. Many partnerships, such as those with external agencies and schools in the local cluster, enhance greatly educational provision. The senior staff are persistent in seeking the expertise and support of specialist officers or advisers to secure pupils' well-being.

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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
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

Many but not all elements of provision in the Early Years Foundation Stage are outstanding. The strongest feature is in the whole-group teaching where extremely skilful interactions between staff and children, high expectations of what can be achieved and a great deal of fun characterise the sessions. Children make outstanding gains in those areas where many exhibit weaknesses on starting school, namely in literacy and numeracy. Children's social development is good. Children show high levels of interest and self-motivation and develop the habits of learners extremely well. At those times when children make their own choices about what activities to engage in, provision is generally good. The environment inside and outside is attractive and welcoming. 'Learning Journeys' record children's activities well, although they might be enhanced to show more clearly if skills are newly acquired and what the next step in learning might be.

Exceptionally good leadership and management have ensured provision and outcomes for children have been maintained at these excellent levels with no complacency and with the awareness that even more can be achieved. Children's welfare is extremely well secured.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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

The vast majority of parents and carers are happy with their child's experiences at this school, although just under 10% feel their child is not making enough progress. Just over 10% of parents and carers express some dissatisfaction with the way the school deals with unacceptable behaviour. Inspectors found that pupils are generally making good progress but they found that gaps do exist in some pupils' knowledge, skills or understanding, especially in mathematics. Inspectors recognise that a few children have to be helped to manage their behaviour and found that staff deal with the occasional instances of less than perfect behaviour sensitively and appropriately. Many parents made highly appreciative remarks about the school, others spoke of some variability in the quality of provision, especially in teaching. Inspectors found teaching is indeed variable; they saw nothing less than satisfactory and also much good teaching as well as some that is outstanding. Virtually all parents and carers feel the school keeps the children safe, teaching is good and that the school is led and managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fynamore 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 248 completed questionnaires by the end of the on-site inspection. In total, there are 401 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	156	63	84	34	5	2	3	1
The school keeps my child safe	159	64	83	33	5	2	0	0
My school informs me about my child's progress	121	49	111	45	14	6	0	0
My child is making enough progress at this school	112	45	114	46	19	8	0	0
The teaching is good at this school	126	51	111	45	5	2	0	0
The school helps me to support my child's learning	115	46	113	46	16	6	1	0
The school helps my child to have a healthy lifestyle	133	54	105	42	7	3	1	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)	114	46	117	47	6	2	0	0
The school meets my child's particular needs	116	47	108	44	15	6	1	0
The school deals effectively with unacceptable behaviour	87	35	122	49	20	8	11	4
The school takes account of my suggestions and concerns	79	32	141	57	17	7	1	0
The school is led and managed effectively	131	53	108	44	4	2	0	0
Overall, I am happy with my child's experience at this school	132	53	106	43	10	4	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 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).

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">■ 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 pupils' 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.



3 March 2011

Dear Pupils

Inspection of Fynamore Primary School, Calne SN11 9UG

Thank you for welcoming inspectors when we visited your school recently. We valued greatly hearing your views about the school and seeing you at work in lessons and in break times. I am writing to let you know about our inspection findings.

Fynamore is a good school where you make good progress. Standards in reading and writing are very similar to those in many other schools but they are not quite as high in mathematics. Children in the Reception classes make an excellent start to school. You are well behaved, considerate and polite young people. A few of you need help to manage your behaviour and staff are very good at providing it. You contribute to the smooth running of the school in many ways and also to events in the local community. You are right to be proud of the Green Flag ECO award recently received and also of the work of the school council.

The school provides you with many memorable experiences in lessons, in assemblies and in other activities. Staff ensure you are kept extremely safe and they give you excellent care, guidance and support. Teaching is mostly good. It is never less than satisfactory and some of it is outstanding. The headteacher, senior staff and the governing body clearly know what is going well and what can be improved further. In order for you to make even better progress and reach higher standards, we have asked your leaders and managers to do two main things.

First, teachers should improve your learning by: checking more closely exactly how well you have understood things, especially in mathematics; making some activities in mathematics more practical; asking you to explain your ideas more often; and by sharing with each other good teaching methods. Second, we have asked some staff to get better at analysing how well you are learning and developing, through looking at test results and in other ways.

All of you can all help to boost your progress further by continuing to work hard and letting teachers know if the work set is too hard or too easy.

I wish you all the very best for the future.

Yours sincerely

Wiola Hola

Her Majesty's Inspector

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