

Fremington Community Nursery and Primary School

Beechfield Road, Barnstaple, Devon, EX31 3DD

Inspection dates 22–23 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Attainment is above average at the end of Year 6 and pupils' progress has been improved well since the previous inspection.
- Standards have risen quickly in English because teachers have consistently encouraged good speaking and listening skills and emphasised the importance of good handwriting and correct spelling.
- Pupils are polite and their behaviour is good. They feel safe and well cared for. They welcome the opportunity to talk to visitors about their school and do so with great pride. One parent, reflecting the views of others, said: 'You can see the children are very happy coming into school.'
- Teaching is typically good. It is at its best when good links are made across different subjects, for example when pupils write interesting newspaper articles about evacuees, using knowledge from their history lessons.
- Supportive links with parents and carers and the community play an important role in extending the school's facilities and the pupils' learning experiences.
- Good teaching of reading and strong parental support ensures that pupils enjoy books and read exceptionally well.
- Senior leaders and the governing body have a very accurate picture of the school's strengths and weaknesses. They have worked hard to improve teaching and achievement since the previous inspection.

It is not yet an outstanding school because

- At times, pupils are not given enough opportunity to research and find things out for themselves in different subjects.
- Occasionally, when all the class is being taught together, the work does not match pupils' different abilities and may be too difficult for some and too easy for others.
- Some pupils do not progress quickly enough in mathematics lessons.

Information about this inspection

- Inspectors observed 29 lessons, of which three were joint observations with the headteacher.
- Meetings were held with some pupils from the school council and a group from Year 6. Meetings were also held with members of the governing body and members of the senior management team. In addition, separate discussions were held with leaders responsible for literacy, numeracy, special educational needs and the Early Years Foundation Stage.
- A telephone conversation was held with a representative of the local authority.
- Inspectors heard children read and also observed morning playtime and lunch breaks
- Pupils' work was scrutinised including the 'Learning Journeys' of the youngest children. Displays around the school and in the classrooms were also examined.
- The inspection team took into account 61 parents' and carers' responses to the online questionnaire (Parent View). They noted the comments on 37 completed staff questionnaires.
- A complaint was received from one parent, which was followed by a telephone conversation.
- Inspectors met some parents and carers informally at the start of the school day.
- Inspectors observed the school's work and a range of documents were looked at, including the school's data on pupils' progress, planning, school self-evaluation and monitoring documentation. Also, records relating to behaviour, attendance and safeguarding were examined.

Inspection team

Anne Wesley, Lead inspector	Additional inspector
David Williams	Additional inspector
Kathy Maddocks	Additional inspector

Full report

Information about this school

- This is a larger than average primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium (which provides additional funding for pupils in local authority care and those who are eligible for free school meals) is average.
- The school provides for pupils in the Early Years Foundation Stage in one Nursery and two Reception classes. The children in the Nursery attend part time, but the class is open all day, making the provision very flexible as parents and carers can choose the times their children attend.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average and the proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching from good to outstanding in order to quicken pupils' achievement, especially in mathematics, by:
 - consistently matching lessons to the needs and abilities of the pupils so that those who find work difficult are supported and those with more ability are not given work that is too easy
 - providing more opportunities across the curriculum for pupils, especially the more able, to research and find things out for themselves
 - ensuring that pupils quicken their progress in mathematics by developing their skills more practically through solving 'real-life' problems.

Inspection judgements

The achievement of pupils is good

- All pupils, whatever their age or ability, show a genuine interest in learning and achieve well.
- Children enter the school with skills and knowledge that are slightly less than might be expected for their age. Children make good progress through the Nursery and Reception classes because learning activities are matched well to their needs. By the time they enter Year 1, their skills are above average.
- Children in the Early Years Foundation Stage and Key Stage 1 make especially good progress in developing their understanding of letters and sounds, and gain the confidence to use this knowledge to tackle new words. In the first national phonic screening check for six-year-olds held this year, the results were well above the national average.
- Teachers continually check that pupils read regularly at home and at school, and ensure books are changed frequently. As a result, pupils' very good progress in reading continues throughout the school. Pupils show enthusiasm for reading, with those in Year 6 talking confidently about different types of books and demonstrating well-above-average reading skills.
- Since the previous inspection, attainment at the end of Years 2 and 6 has steadily improved year on year. By the end of Year 6, pupils' attainment is above the national average, particularly in English, where more pupils are attaining above-average levels.
- Pupils made good progress in most lessons seen by the inspectors. In a mathematics lesson in Year 1, for example, pupils' understanding of halves and quarters showed that they could accurately solve practical problems.
- On occasion, the progress of lower-ability pupils in mathematics slows, because they are not encouraged to take an active part and are content to allow others to take the lead. Similarly, more-able pupils are not always given work that is hard enough and their progress slows.
- Disabled pupils and those with special educational needs are well supported and make good progress. Pupils supported by the pupil premium also benefit from extra adult guidance and their increased confidence is now helping them to make good progress.

The quality of teaching is good

- Typically, teaching is good and there are some examples of high-quality practice. For example, in an English lesson in Year 6, the teacher encouraged the pupils to consider the types of vocabulary used. In response, pupils talked about 'emotive' language and 'strong' verbs, and demonstrated an exceptionally good understanding of how newspaper reports could be either balanced or biased.
- At its best, teaching allows the pupils to make some decisions about their own learning. For example, in a mathematics lesson in Year 3, the teacher encouraged the pupils to solve problems they had set for their own groups. However, this approach is not yet a consistent feature in all classes.
- Discussions with pupils and a scrutiny of their work in books also show that teaching has been effective over time. The good quality of pupils' written work shows that teachers have high expectations about how work should be presented and pupils respond well to their guidance.
- However, there is little evidence in pupils' books, including those of the more able, of additional individual research or of pupils making their own decisions about how to improve their work, and this hinders progress.
- Some of the best writing comes when teachers make good links across the range of subjects; for instance, in Years 3 and 4, when pupils wrote about the Tudors. At times, opportunities to extend pupils' literacy and numeracy skills further in other subjects are missed.
- Teaching promotes pupils' spiritual, moral, social and cultural development well; for example, by encouraging pupils to reflect on how their behaviour can affect other people.

- Children in the Early Years Foundation Stage respond well when their teachers give them a real purpose for writing, such as when a little 'waitress' from the Cottage Cafe in the Nursery eagerly jotted down the order for the stew she recommended.
- Teachers assess pupils' progress during lessons to adapt their planning. This enables teachers to make sure that when pupils are engaged in group tasks there is a close match between the work set and the needs of individual pupils. However, when the classes are taught as a whole, sometimes the needs of more-able pupils and those who find learning difficult are not met so well.
- Disabled pupils and those with special educational needs are taught effectively and benefit from good additional support from capable teaching assistants. Pupils supported by pupil premium funding receive extra help in mathematics and are making rapid progress.

The behaviour and safety of pupils are good

- There is a very welcoming atmosphere throughout the school. Pupils are polite, courteous and get on well with each other and adults. Pupils make good use of the 'quiet garden' in the playground where they can choose to sit and resolve difficulties or just talk things over with a friend or an adult.
- Pupils are keen to learn and their above-average attendance reflects their full enjoyment of school. Pupils are expected to behave well, and they do. Governors regularly visit school and say that they are always impressed with how well the pupils behave.
- Teachers and teaching assistants establish good relationships with their classes and manage pupils' behaviour very effectively. In a few lessons, a small number of pupils were content to let others answer the questions. However, most pupils are happy to contribute to the lessons and listen well to each other.
- There is a real sense of community in the school. For example, in an 'Award Assembly', pupils showed a respectful attitude to each other's achievements. They also listened attentively when children from a Year1 and 2 class were leading an assembly about Hanukkah.
- Pupils are aware of the different forms that bullying can take, and pupils, parents and staff agree that bullying is very rare.
- Pupils understand potentially harmful situations including the misuse of the internet and mobile phones. They would know how to act if something seemed dangerous and are secure in the knowledge that help is on hand should they need it.
- Pupils are very considerate of each other, including pupils with a hearing impairment. For example, often, the whole school will sign the words to the songs they sing in assembly.

The leadership and management are good

- The senior leadership team works effectively with the headteacher and supports the vision for continuous improvement. Senior leaders communicate this ambition well to their teams.
- The headteacher shares the responsibility for checking the quality of teaching with senior leaders who work with other subject leaders and teachers in their teams. This varied approach gives an accurate picture of teaching and learning and, alongside effective performance management, ensures that additional training is matched to school and staff needs. In consequence, the quality of teaching has improved since the previous inspection.
- Senior leaders also plan well for further improvement. Actions are evaluated fully to check that they are effective and provide good value for money. Although improving, steps taken to strengthen the teaching of mathematics have not been in place long enough to develop pupils' skills consistently in every lesson. Even so, governors and the subject teacher have noted that additional group work in mathematics is now increasing pupils' confidence and progress.
- Since the previous inspection, the local authority has assisted teachers in improving the way

they measure pupils' progress so that pupils receive help when they need it most. The local authority now provides appropriate light touch support for this effective school.

- The pupils' spiritual, moral, social and cultural development is promoted well through a stimulating curriculum, including visits and a residential stay in London. Close links with a school in Italy widens pupils' understanding of other cultures.
- Discrimination of any kind is not tolerated in the school. Staff treat all pupils equally, including those with special educational needs. For example, pupil premium money is used to ensure that pupils in receipt of this funding are not excluded from school trips through financial difficulties.
- The school promotes good links with parents and carers. This starts with much-appreciated pre-school visits and continues in support of pupils' learning, especially through reading at home.

■ **The governance of the school:**

- The governing body engages fully in training, and members have attended induction training and courses on safeguarding and appraisal. This enables them to meet their statutory obligations effectively, especially in safeguarding pupils' welfare. Governors challenge school leaders strongly, analysing national and school data, and holding leaders to account for the academic standards. They also link this closely to the quality of teaching. For example, the governors have examined the school's academic results carefully and noted that standards in mathematics have not improved as much as those in English. They have supported the headteacher in providing additional small group lessons, including for pupils in receipt of pupil premium funding, to ensure that gaps in achievement are filled as quickly as possible. The special 'lunch club', which has effectively increased pupils' self-confidence, also shows how governors have used pupil premium funding to make a real difference. The governors' good knowledge of the school's provision also enables them to manage finances efficiently, and to play an effective role in appointing staff and using performance management to inform salary progression and secure effective teaching.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113149
Local authority	Devon
Inspection number	401345

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	310
Appropriate authority	The governing body
Chair	Stefan Miller
Headteacher	Philip Cloke
Date of previous school inspection	14–15 January 2010
Telephone number	01271 373979
Fax number	01271 321101
Email address	www.fremington-primary.devon.sch.uk

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