

Trumacar Nursery and Community Primary School

Combermere Road, Higher Heysham, Morecambe, Lancashire, LA3 2ST

Inspection dates 5–6 December 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is not consistently good or better and requires improvement. The most-able pupils are not sufficiently challenged in all lessons.
- Not all pupils have a good understanding of what they need to do next to improve their work.
- Achievement across Key Stages 1 and 2 requires improvement. Pupils are not given enough opportunities to use their reading, writing and mathematics skills in different subjects.
- The leadership of subject managers requires improvement. Although they monitor and evaluate the provision and outcomes in their areas of responsibility, the rigour and speed with which they do this needs improving for it to have a better impact on pupils' achievement.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage from their starting points.
- Pupils behave well. They have positive attitudes to their learning and want to do well. Pupils feel safe and have a good understanding of safety.
- The headteacher provides strong leadership. He is supported fully by pupils, staff, parents and governors. Pupils' achievement and the quality of teaching are checked closely and, as a result, both are improving strongly. The headteacher and governors have built firm foundations to take this school forward.

Information about this inspection

- The inspectors observed 12 lessons.
- Meetings were held with groups of pupils, senior leaders, and teachers with responsibility for leading and managing subjects and key stages. A meeting was held with a group of governors. A telephone conversation took place with a representative from the local authority.
- Results from 23 responses to the online questionnaire, Parent View, were taken into consideration by the inspectors as well as a recent parent survey undertaken by the school.
- The inspectors observed the school’s work and looked at a number of documents including: the school’s data showing pupils’ current progress; documents relating to the school’s own view of its performance; the school improvement plan; records relating to attendance; and documents relating to safeguarding.

Inspection team

Pritiben Patel, Lead inspector	Additional Inspector
Sheila Mawer	Additional Inspector
Emma Jackson	Additional Inspector

Full report

Information about this school

- This school is larger than most other primary schools.
- Most pupils are of White British background. A small number of pupils are from other White and mixed heritages.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium funding is nearly double that of schools nationally. The pupil premium is additional funding given to schools by the government to support pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There is a breakfast club at the school from 8.00am to 8.45am daily and an after-school club which runs from 3pm till 6pm, both formed part of the inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
 - the most-able pupils are challenged in all lessons
 - all pupils have a good understanding of what they need to do next to improve their work.
- Improve achievement to at least good in reading, writing and mathematics across the school by providing greater opportunities for pupils to apply these skills in different subjects.
- Improve the leadership of subject managers by ensuring they use greater rigour and a faster pace for improvements to have even better impact on pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Standards in 2013 by the end of Year 6 in national tests were well-below average in reading and mathematics because the quality of teaching in the past for these pupils lower down the school was inadequate. Pupils had better teaching and made better progress higher up the school but did not make up the lost ground and hence their attainment was low. Reading was the weakest area of performance. Much action has been taken to improve this area: pupils are given opportunities to read daily; a library is provided; and those who require additional help have one-to-one support with their reading. These initiatives are having a positive impact on raising achievement. Standards in writing were close to average because this area had been a focus for the school.
- The most-able pupils did not attain highly in national tests in 2013 in Key Stages 1 and 2 because they are not consistently challenged in all lessons.
- The proportion of pupils reaching the expected standard in the Year 1 phonics (the sounds that letters make) test in 2013 was lower than schools nationally as the pupils have lower starting points when they start school. School leaders have done much to ensure progress in this area improves. Teachers and support staff have had further training and pupils are taught in ability groups with teaching which closely matches their abilities. Workshops for parents have been held so that pupils can be supported at home too.
- Equality is promoted strongly. Pupils' progress is checked on a half-termly basis and those not making the expected progress are quickly identified and supported. Pupils eligible for the pupil-premium funding are overall achieving in line with their peers. However, by the end of Year 6 the attainment of pupils entitled to free school meals is nearly one year behind their peers in mathematics and six months behind in reading and writing. Inspection evidence shows that these gaps are closing.
- Parents are happy with the progress their children are making. The proportions of pupils in the school currently who are making expected and more than expected progress in reading, writing and mathematics are favourable because weak teaching has been addressed and is now stronger. As a result, pupils from other White and mixed backgrounds achieve in line with their peers.
- Disabled pupils and those with special educational needs achieve in line with their peers because they have regular one-to-one and small-group support to help them to catch up in their learning. They also have individual plans which are monitored effectively.
- Standards in 2013 at the end of Year 2 have improved in reading, writing and mathematics because the quality of teaching is stronger.
- Children start the Nursery with skills that are typically below those expected of three-year-olds. They make good progress and are broadly in line with expectations by the time they start Year 1. This is because teaching is good and there is a good balance between activities directed by the teacher and those chosen by the children.
- The school's projections for the national test results in 2014 by the end of Year 6, based on pupils' current progress, are a clear improvement on 2013.

The quality of teaching

requires improvement

- There is some good teaching in the school currently, but it is not consistently good and, because of weak teaching in the past, there is much catching up to do. Current teaching is not yet having a good impact on raising achievement.
- The most-able pupils are not challenged sufficiently well in all lessons. For example, in a Key Stage 1 numeracy lesson pupils were asked questions so that they could add two numbers to a total sum of 10. However, some pupils did this very easily. The teacher then threw two dice and asked the pupils to discuss the answer with their partner but the most-able pupils did not talk to

anyone, they simply put their hand up because they knew the answer already. This activity did not challenge these pupils well enough and slowed their progress.

- Not all the pupils have a good enough understanding of what they need to do next to improve their work. The individual targets provided by teachers are not always used well enough in lessons. For example, in a Key Stage 2 English lesson pupils were writing down their arguments about whether or not a new power station should be built in the local area. Pupils had individual targets but they were not told to use them in their writing. In addition, some of the pupils were unable to read well and so fully understand their targets because they were not written in an accessible way.
- Parents say that their children are taught well and inspection evidence agrees that teaching has much improved and a lot of practice is now good. Relationships between staff and pupils are strong and this creates a positive climate for learning. Teachers are enthusiastic about their teaching and this has a good impact on pupils as they want to learn. Teachers sequence pupils learning well so that they are successful. For example, in a Key Stage 2 numeracy lesson pupils learnt about factors (numbers that would divide into another number without any remainders), then prime factors (a number that no other number can go into) and then completed word problems. Pupils knew what they were learning about because the work had been broken down into small manageable steps.
- Teachers have good subject knowledge, which enables them to deliver lessons confidently. In the most effective lessons pupils are focused and engaged in their learning. Pupils thoroughly enjoy opportunities to work with one another. For example, in a Key Stage 2 numeracy lesson, when pupils were solving problems.
- Pupils receive homework on a regular basis which supports their learning effectively. Support staff provide guidance to pupils who are disabled or have special educational needs both inside and out of the classroom, in helping these pupils to achieve in line with their peers.

The behaviour and safety of pupils are good

- This is a caring school, pupils are looked after well and relationships between staff and pupils are strong. Pupils say often that, 'Teachers help you.' Parents say that their children are happy in school and inspectors agree. Pupils have positive attitudes to learning and apply themselves very well, particularly when they are given the opportunity to work in pairs and groups in their lessons.
- Pupils whose circumstances make them vulnerable receive the support they need from staff. For example, the learning mentor works with vulnerable families and supports pupils to develop their social and emotional skills in small groups.
- Pupils say that behaviour has improved over time and is now good. Pupils are polite, welcoming and talk very confidently and easily with different adults. Pupils get on well with one another. This was clearly seen during lunchtime when pupils were eating their Christmas dinner, wearing their festive hats and opening their crackers. There was much happiness and cheerfulness.
- Pupils very much enjoy recognising and celebrating one another's talents. For example, in the 'achievement assembly' pupils received awards for showing patience. Pupils show good understanding and empathy, for example, in the Remembrance Day poems they have written.
- The incidences of misbehaviour have declined over recent years and there have been no exclusions. Racism is not an issue. Pupils have a good understanding of the different types of bullying but say that the term 'gay' is used occasionally to hurt the feelings of other pupils. Pupils say that on the rare occasions when bullying happens, it is dealt with by staff.
- Pupils feel safe and have a good understanding of how to keep safe in different situations. They understand why fire drills are important in school. The fire brigade have spoken to pupils about the actions to take in case of a fire breaking out. Pupils know that they should not communicate with strangers when using the internet. Pupils know about how to keep healthy and the dangers of different substances including the damaging impact of smoking.
- Pupils have a good range of roles that help them to demonstrate responsibility. For example, the

school council organises charity events such as a pyjama party. Older pupils help younger ones at lunchtime. 'Young Leaders' support pupils in the Early Years Foundation Stage and in Key Stage 1 in the playground. Pupils carry out office duties during lunchtimes and sing carols in the local community and church.

- Attendance is in line with schools nationally. The breakfast and after-school clubs are attended by many pupils and much enjoyed.

The leadership and management requires improvement

- The headteacher leads the school well. His good impact is recognised by all; comments such as the headteacher, 'has quite simply transformed the school' were common. He has done much to ensure that staff are happy and well supported so that they give their best. Staff feel part of a valued team. This is exemplified in the following comment made by one member of staff representing the views of many, 'The staff work well as a team that I am proud to be part of!'
- Positive progress has been made since the last inspection. Pupils are now making better progress, teachers have a better understanding of the progress that pupils should make and the progress is closely checked.
- The school's self-evaluation is accurate and honest. It shows what actions have been taken to improve the school but areas that require improving too. The school-development plan identifies the correct priorities to improve the school further and is well monitored and evaluated.
- Teachers' performance is regularly monitored. Actions for further improvement are identified and teachers are supported to improve their practice. Teachers are set clear targets which are linked to the progress that pupils in their classes should make. Teachers are helped to improve their practice via training as well as working with colleagues in school whose practice is strong.
- The curriculum is adapted to meet the interests and needs of the pupils. For example, the local area is used as a starting point with first-hand experience for pupils' writing. There are additional clubs that meet the interests of pupils including Lego, cookery, art and gardening. Ensuring that pupils have sufficient opportunities to practise their reading, writing and mathematics skills in different subjects is a developing area.
- Parents are happy with the school. An informative website helps to keep parents informed. Parents support pupils with their reading in school and attend workshops so that they are able to support their children with their learning at home.
- The primary sports funding is being used to train staff, for example, in gymnastics so that they can more confidently deliver sports lessons. The funding is also used to provide pupils with outdoor opportunities that they may not readily engage in, for example, canoeing and kayaking.
- The local authority has supported this school for a number of years. Currently it is helping with judging the quality of teaching as well as checking the information about pupils' progress. The school is now becoming 'light touch' because leadership is strong and is more self-sufficient.
- Subject leaders have developed considerably since the last inspection. They are confident about leading their areas and check teachers' planning and pupils' books. However, greater rigour and pace are needed in their work in order for it to have a better impact on pupils' achievement.
- Safeguarding meets government requirements.
- **The governance of the school:**
 - Governors are very committed to the school and its pupils. They have a good understanding about the strengths of the school as well as areas that require improvement. They contribute to the school's own evaluation of itself and monitor the plan to improve the school. They have a good understanding of pupils' achievement and the quality of teaching. Governors know about the performance management of teachers and how teaching is being improved. They challenge school leaders and attend training when needed, for example, in relation to understanding pupil progress information. Governors know that the pupil-premium funding is spent on employing additional staff and that this is having a positive impact on the achievement of these pupils. Finances are in good order.

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	119272
Local authority	Lancashire
Inspection number	426140

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	305
Appropriate authority	The governing body
Chair	Helen Summerfield
Headteacher	Paul Slater
Date of previous school inspection	27 September 2011
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