

Fynamore Primary School

School Road, Calne, Wiltshire, SN11 9UG

Inspection dates 10–11 June 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- The headteacher, middle leaders and governors are working well together to raise standards to ensure all pupils make rapid progress.
- In relation to their starting points, pupils make good progress by the time they leave at the end of Year 6 and achieve well.
- The pupils' rate of progress has speeded up in the period since the last inspection because school leaders are more rigorous in checking performance and changing the support in place for pupils.
- Teaching is good. Teachers plan their lessons well and make sure all pupils are involved in their learning through using a wide range of methods to engage them.
- Disabled pupils and those who have special educational needs make good progress because their needs are quickly identified and support is provided.
- This is a caring school and the support given to those who need extra help or a fresh start to their education is exemplary.
- Children settle quickly when they start in the Early Years Foundation Stage and, as a result, they make good progress. Parents are very pleased with the care and opportunities that the children have in Reception.
- Pupils' behaviour is good, both in and out of lessons. Pupils are polite to each other and adults in the school. They say they feel very safe and enjoy coming to school.
- Governors know the school well. They play an active and effective role within the school and keep themselves well informed about the school's many strengths and the areas that require further improvement.

It is not yet an outstanding school because

- In some marking, the guidance provided is not always helpful in showing pupils how to make the next steps.
- In a few lessons, the more able pupils are not set work that is hard enough to ensure they make as much progress as possible.

Information about this inspection

- During the inspection, 23 part lessons were observed, taught by 15 teachers. Several lessons were jointly observed with members of the leadership team. In addition, inspectors made several short visits to lessons and observed a number of small groups of pupils taught by teaching assistants.
- Inspectors observed an assembly and heard pupils from Years 2 and 6 reading.
- Inspectors held meetings with two groups of pupils, including the school council.
- Inspectors spoke to three governors, including the Chair of the Governing Body, a representative from the local authority, and staff including senior and middle leaders.
- Inspectors looked at a range of documents, including the school's data on pupils' current progress, planning and monitoring documents and records relating to behaviour, attendance and the safeguarding of children. The school's arrangements for spending the additional sports funding and pupil premium funding were also scrutinised.
- Questionnaires were analysed from 30 members of staff.
- Inspectors took account of the responses of 80 parents to the on-line Parent View questionnaire during the inspection, and they also used the start and end of the day to talk to parents.

Inspection team

Sarah Jones , Lead inspector	Additional Inspector
Robert Arnold	Additional Inspector
Sandra Connell	Additional Inspector

Full report

Information about this school

- Fynamore Primary School is larger than the average primary school.
- The majority of pupils are of White British heritage, with a small number from other ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action and school action plus or have a statement of special educational needs is more than twice the national average.
- The proportion of pupils known to be eligible for free school meals is below average. These pupils are supported by additional government funding known as the pupil premium.
- The school met the government's current floor standards in 2013, which set the minimum expectations for pupils' attainment and progress.
- There is a private before-and-after-school club on site. This, however, was not part of this inspection.
- The school is an Eco School, with plans to reaccredit the Green Flag award.

What does the school need to do to improve further?

- Improve teaching and achievement to outstanding by making sure that:
 - all teachers apply the marking policy consistently and give pupils feedback about their next steps in learning when marking books
 - work set for the more able pupils is always hard enough to ensure they make as much progress as possible.

Inspection judgements

The achievement of pupils **is good**

- Children begin school with skills and abilities below those expected for their age. They make good progress so that, by the time they join Year 1, they are well prepared for the start of Key Stage 1. Parents like the chance to see their children working and to see their overall progress in their 'Learning Journeys'.
- Pupils continue to make good progress in Key Stage 1, and by the end of Key Stage 2 most are making more than expected progress in reading, writing and mathematics. Such improvements in the pupils' progress since the last inspection have been brought about by more effective teaching and closer checks on pupils' progress. As a result, any underachievement has been addressed rapidly and progress is faster. Pupils say that teachers make learning fun in most lessons.
- Since the previous inspection, there has been a clear focus on mathematics and, as a result, pupils are now achieving well.
- Pupils' skills in linking letters and the sounds they make (phonics) are good. Teachers have focused on improving pupils' knowledge and understanding, so that there are improvements in both pupils' reading and writing. Pupils are now confident to use a wide range of vocabulary in their written work.
- Disabled pupils and those who have special educational needs make good progress because of the high quality of provision throughout the school. Their needs are identified and staffing and other resources are effectively allocated to support their learning.
- The rate of progress of pupils who are eligible for additional funding is the same in both English and mathematics as it is for other pupils. This provides a clear indication of the school's good promotion of equality of opportunity.
- More able pupils make good progress overall; however, there are opportunities to challenge them further. Pupils say they enjoy a challenge and would like more of it.
- Teachers provide a stimulating learning environment and pupils use the resources well to support their research work. Work displayed in classrooms and corridors is of a good quality, this includes extended homework. For example, pupils had created a range of different structures, such as Isambard Kingdom Brunel's suspension bridge in Bristol, to illustrate the changes in the Victorian era.

The quality of teaching **is good**

- Teachers' subject knowledge is good. Much of the learning observed by inspectors was of a good quality, and some was outstanding. This matched the school's view of teaching based on regular visits to lessons, talking to pupils and checking pupils' work in their books.
- Teachers regularly check how well pupils are doing. They skilfully question pupils to check their understanding and to extend their thinking. Work is generally matched to pupils' ability, ensuring a suitable challenge. This was seen in a Year 6 mathematics lesson where pupils worked well together on investigations, such as calculating how much paint would be required to repaint the netball court lines. Pupils effectively planned ways of addressing the calculations before starting the investigation.
- Teachers plan effectively and often include a variety of resources that pupils can select from. Consequently, pupils are engaged, motivated and strive to do well.
- Teachers manage behaviour and learning well. Pupils have positive attitudes to their work and are interested and eager to please. This was seen in a Year 1 lesson when pupils were creating seaside poems based on the five senses. Pupils enjoyed using descriptive vocabulary, such as 'tasting the scrumptious ice cream'. They were very proud of their work and keen to share it with the inspectors.
- The atmosphere in classrooms is very positive. All staff have a respectful and caring relationship

with pupils. Teaching assistants and other adults are used well to work alongside individual pupils, and help them to make good progress by contributing directly to the lesson.

- The vast majority of parents who responded to the on-line survey or met with inspectors are very happy the teaching experienced by their children and feel that they make good progress. 'The interaction between the children and teaching staff of Fynamore is a joy to see,' commented one.
- The teaching in Early Years Foundation Stage is very good. Children are keen to apply their knowledge and make good use of both the indoor and outdoor spaces. One child told an inspector how to make a leaf rubbing and could accurately identify the veins on a leaf and the function of the veins.
- Marking and feedback across the school vary, although there is evidence of good marking. Pupils sometimes lack guidance on how they can improve their work and what they need to do next.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils have positive attitudes to their learning and are keen to do well. There is a strong respectful relationship between pupils and adults.
- A very small minority of pupils present some challenging behaviour. Adults manage any incidents well, helped by the calm inclusive environment the school has created.
- Pupils enjoy taking on responsibilities, for example taking responsibility for the library at lunchtime. Older pupils help the younger pupils to read.
- Pupils are very proud of their school and work hard to maintain the standards around the site. The Eco council and the school council are both very active. The school council reported that they were very proud of their achievements in raising funds for the memorial garden.
- The school's work to keep pupils safe and secure is outstanding. Pupils know how to keep themselves safe, including internet safety.
- Pupils are well informed about all types of bullying. They are very aware that bullying is not tolerated and confident they can turn to any adult if there is a concern.
- Parents are very positive about the school and agree their children are happy, feel safe and are well looked after.
- Attendance is consistently above the national average.

The leadership and management are good

- The headteacher, with the support of the governing body, has developed a strong leadership team. Collaboration and inclusion are the keys to the school's success. All staff share the determination and drive to provide all pupils with a positive experience and excellent achievement whilst attending the school.
- The headteacher, senior and middle leaders share a clear plan for the future. This is communicated effectively throughout the school. Actions are in place to tackle agreed priorities and the school is in a good position to raise standards across the school further.
- The overall leadership of teaching is good. Training for staff has concentrated on the provision of training for teachers and teaching assistants to help develop reading, writing and mathematical skills in all subjects.
- Systems for tracking pupils' progress are thorough and used to identify any pupils who are at risk of falling behind with their learning. The information is used at pupil progress meetings when reviewing pupils' attainment and next steps to boost their learning.
- The curriculum is both varied and interesting, with additional opportunities to engage and give pupils different experiences. During the inspection a theatre company worked with all Year 6 pupils as part of their Greek topic, for example. Pupils were mesmerised by the whole experience from the start to the final performance when all pupils had an active role. These

experiences make a successful contribution to pupils' spiritual, moral, social and cultural development.

- The school uses its sport funding allocation effectively to provide pupils with the chance to experience different sports and enter local competitions. Local sports coaches work alongside staff to help develop teachers' knowledge and experience. Funding also provides additional resources and activities run by coaches at lunchtime.
- Parents are very positive about the school and report that 'the headteacher is very approachable and truly involved with the children, knowing each by name, and is very aware of their individual characteristics and abilities'.
- Procedures for the safeguarding of pupils meet all statutory requirements. Staff and governors regularly update their training.
- The local authority provides light touch support for the school, which it considers good and improving. The headteacher provides additional support as a mentor to other schools in the area.

■ **The governance of the school:**

- Governors are an effective group who challenge school leaders well. They know the school and understand the priorities for the school to continue to improve. They are involved in the school's evaluation of its performance and are knowledgeable about its strengths and weaknesses, for example in teaching performance. They understand how the school's performance relates to that of other schools locally and nationally. Governors have attended training events organised by the local authority on analysing data, headteacher's performance and safer recruitment. Governors make sure that statutory responsibilities are met fully, such as safeguarding requirements. They recognise the link between teachers' performance and salary progression. Governors carefully monitor the school finances, including how the school is using both the pupil premium and additional sport funding to improve pupils' overall achievement.

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	132093
Local authority	Wiltshire
Inspection number	443850

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	All-through
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair	Stella Fowler
Headteacher	Carolyn Maddox
Date of previous school inspection	3 March 2011
Telephone number	01249810090
Fax number	01249824915
Email address	office@fynamore.wilts.sch.uk

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