

Trumacar Nursery and Community Primary School



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

Inspection dates 12–13 January 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, governors and staff have significantly improved the school since the last inspection. This has transformed the school into a welcoming, caring, learning environment.
- The well-respected headteacher has inspired the school community to believe in themselves and in their school. As a result, pupils want to achieve the best they can both academically and as citizens.
- Personal development, welfare and spiritual, moral, social and cultural development are all strengths of the school. They are an integral part of the curriculum but also central to all that the school does.
- The effectiveness of teaching, learning and assessment in the school is now typically good, resulting in pupils making good progress overall, particularly in Key Stage 2 and the early years.
- The behaviour of pupils is good. As a result, the school is a calm, orderly and purposeful place to learn.
- Children in the early years achieve well. Effective leadership and teaching ensure that they make good progress.

It is not yet an outstanding school because

- Not enough pupils are achieving outcomes at the end of Key Stage 1 that are at or above those of pupils nationally.
- Some pupils, particularly the most able are not challenged sufficiently and activities do not always deepen further their understanding or improve their skills.
- The school's self-evaluation of its work is accurate but requires further refinement because issues are analysed too superficially. As a result, the identification of priorities for further development lacks precision.

Full report

What does the school need to do to improve further?

- Improve outcomes for all pupils at the end of Key Stage 1 in reading, writing and mathematics, to include raising the profile of reading and writing in the school.
- Provide greater challenge for all pupils, but particularly the most able, through questioning and opportunities to deepen their understanding and skills.
- Refine the evaluation of the school's actions further so that analysis is deeper and priorities are more precise.

Inspection judgements

Effectiveness of leadership and management is good

- Since the previous inspection, school leaders have made significant improvements that have transformed the school into a welcoming, caring, learning environment.
- The drive, vision and ambition of the well-respected headteacher have inspired the staff, governors and pupils to believe in themselves and in their school. As a result, pupils have a desire to learn and to achieve the best they can both academically and as citizens.
- An ethos of respect and kindness pervades the school. This was exemplified by an assembly led by the headteacher, observed during the inspection, that encouraged all pupils to be kind and thoughtful. The school's ethos visibly promotes equality and embraces diversity; the positive culture that is set by the headteacher, the staff and the pupils together ensures that discriminatory behaviour is not tolerated.
- Senior leaders know their school well and have a good capacity and thirst for continual improvement. They have worked hard to improve the quality of teaching in school and follow the progress of pupils in detail. In this way, they ensure that whatever support is needed is put in place, so that pupils achieve their best.
- School improvement planning is effective. Middle leaders are playing a central role in improving the school and feel responsible and empowered to do so. They report that they are now part of a professional dialogue about improving the school and can see the impact of the actions they have taken to develop their areas of responsibility.
- The school's self-evaluation of its work is accurate but requires further refinement because issues are analysed too superficially. As a result, the identification of priorities for further development lacks precision.
- The high staff morale and positive learning environment ensure that teachers and teaching assistants are always seeking to learn new skills. Many have worked towards awards for the school such as the Quality Mark for Values-based Education and the Leading Parent Partnership Award. A number are beginning to go out and advise and support other schools.
- Performance management is effective and is closely linked to the school's priorities and outcomes for pupils. Teachers that have struggled with their teaching in the past or are new to teaching are very well supported and through this appropriate nurturing and development they are becoming strong, confident teachers.
- Pupil premium funding is used effectively, particularly at the end of Key Stage 2 and in Reception, to provide additional adults and target where pupils need additional help to learn. As a result, disadvantaged pupils are supported well, both personally and in their learning, enabling them to be successful and be part of everything the school has to offer.
- The physical education and sport premium is also used well. There are opportunities for pupils to be involved in sports competitions with other local schools. Sports coaches visit the school regularly to offer activities. As a result, pupils delight in taking part in a wide range of sporting opportunities both in school time and at the end of the school day.
- The school has a varied and balanced curriculum that engages pupils and contributes to their enjoyment of learning. Subjects are well planned and often have a thread of personal development or social and emotional learning woven in. There are also opportunities for pupils to practise their literacy and numeracy skills in other areas of the curriculum. Equally, in literacy and mathematics lessons other areas of the curriculum are used to enliven learning; for example, a lesson observed during the inspection combined history with mathematical problem-solving by using Roman numerals to find out information about historical figures.
- The wide variety of extra-curricular activities, such as fell-walking, theatre trips and visits to London, provides pupils with life-enhancing experiences they may otherwise not have the opportunity to enjoy.
- Pupils are taught about being good citizens through the curriculum. Pupils appreciate diversity and respect the views and opinions of others. The school takes positive steps to widen pupils' understanding of different cultures and religions. This helps prepare them well for life in modern Britain.
- Spiritual, moral, social and cultural development is a strength as it is central to all that the school does. Whether in class or around school, it is promoted and modelled by both staff and pupils equally. Leaders are keen to ensure that pupils are equipped and prepared for the joys and the challenges of life. They are reflective in nurturing pupils in this regard, not shying away from issues such as drugs, alcohol and keeping safe.
- The school offers a before- and after-school club ('Tigers') which is well led and managed. It is a popular

provision, appreciated by parents and enjoyed by pupils. Pupils who attend get a meal and a chance to take part in a range of fun activities which the pupils have had the opportunity to plan themselves around topical themes. The provision provides pupils with a positive start and end to the school day.

- The school enjoys a productive relationship with the local authority. The local authority has supported where needed, particularly in facilitating the development of teaching and learning skills and in areas related to assessment and external monitoring. Recently, the local authority has reduced its support because it has confidence that the school has the capacity to tackle issues effectively.
- **The governance of the school**
 - Governors know the school well and take their roles seriously. They often meet with senior and middle leaders to discuss the actions and improvements in areas for which they are responsible. They are focused on improving the school and play an active part in monitoring and evaluating, resulting in them making an important contribution to the school's drive for improvement.
 - Governors have a good level of understanding about the progress pupils are making and need to make. They recognise the need to continue to focus on improving outcomes for Key Stage 1 pupils and to this end they are confident in challenging the leaders of the school.
 - Governors have a good understanding of performance management procedures and together with the headteacher have ensured that staff deployment meets the needs of pupils. As well as holding teachers and leaders to account, they ensure that the management of teachers' pay is effective. They check to ensure that the pupil premium and the PE and sports grants are spent effectively and have impact.
- The arrangements for safeguarding are effective. Effective systems are in place in all areas of safeguarding and these are understood by staff. Regular and appropriate training for staff is undertaken and is up to date. Timely and effective relationships with other agencies ensure that pupils are kept safe and their welfare needs are met.

Quality of teaching, learning and assessment is good

- The quality of teaching and learning has improved since the last inspection and is now typically good. Teachers and teaching assistants are positive, upbeat and friendly in lessons; this creates a good environment for learning. Positive relationships, coupled with good resources, capture pupils' interest.
- Teachers know their pupils well and use assessment information effectively to identify and plan for pupils' needs over time and in lessons. Pupils particularly like lessons that are interactive; for example, pupils became very animated when learning about time, using an interactive clock on the whiteboard. In another lesson, Year 5 pupils clearly enjoyed acting out a poem which was both motivating and fun.
- Lessons start crisply. These prompt starts set an appropriate learning pace in lessons that pupils respond to by being engaged and motivated to learn. Pupils are happy to work collaboratively and have a positive attitude to learning. Teachers structure lessons well to support pupils as they develop ideas and plan how they are going to tackle tasks set.
- Where pupils are struggling with their learning, teachers and school leaders have an effective range of learning activities to help them catch up. As a result, pupils, particularly in Key Stage 2, make good progress.
- Teachers have good subject knowledge and make regular reference to past learning both in lessons and over time. Staff insist that pupils use the correct vocabulary in lessons and there is an expectation that pupils will give full answers to questions explaining their learning in their responses.
- Teachers have high expectations of all groups of pupils and use questions skilfully to challenge pupils and match their learning closely to needs. However, in some instances, pupils are insufficiently challenged and the work they are given fails to deepen their understanding or improve their skills. This is particularly the case for the most-able pupils, but not exclusively, as sometimes lower ability groups are expected to repeat similar work rather than being offered opportunities to extend their learning.
- For those pupils who are disabled and those with special educational needs, the support they are offered is thorough and of a good quality. Leaders have refined procedures considerably to ensure that the right pupils are identified as having such needs. Support is identified quickly and pupils' needs are addressed well, resulting in them making good progress in lessons and over time.
- Teaching assistants across Key Stages 1 and 2 are deployed effectively and make a good contribution to the progress of the pupils with whom they work.

- The curriculum is well planned. Teachers plan good opportunities for pupils to develop reading, including phonics (the sounds that letters make), writing and mathematics, as well as master concepts in different subjects.
- The majority of parents say they value the information given to them about how their children are improving and their next steps in learning.
- Teachers and teaching assistants promote and model high standards in spiritual, moral, social and cultural awareness. Opportunities for developing awareness are successfully built into lessons across the curriculum.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good and a strength.
- Pupils develop good personal and social skills partly because they are an integral part of the curriculum but also because it is part of the essence of the school.
- Adults and pupils promote and model a culture of respect. All staff treat pupils equally and ensure that the school makes them feel welcomed and valued.
- Through assemblies, personal, social, health and economic education, and a curriculum rich with opportunities to develop well-being and cooperation, pupils learn how to stay safe and eat healthily, look after themselves and consider others. Pupils are also supported to build their confidence and self-esteem. For example, reluctant readers are encouraged to read to Droopy, the dog. Droopy is a Pets As Therapy dog (PAT) who visits school, sits on his mat and listens while selected pupils read aloud to him. The impact of this intervention has been considerable on young readers who have low self-esteem.
- There is a wide range of extra-curricular experiences offered to pupils including residential visits, involvement in the youth parliament, the global learning programme and eco-schools. The range of experiences on offer to pupils contributes to their sense of belonging and pride but also encourages all pupils to embrace differences in lifestyles, cultures and beliefs and equips them well for life in modern Britain.
- Those pupils who are disabled or have special educational needs are well cared for, participate fully in all that school has to offer and benefit from teaching which is carefully planned to support their progress.
- School staff work effectively with external agencies to support pupils and their families.
- The majority of parents who responded to Parent View, Ofsted's online questionnaire, felt that the school deals appropriately with bullying. They think the school looks after their children well and, as a result, their children feel safe and happy. A very small percentage of parents disagreed. Pupils spoken to during the inspection said that they felt bullying was rare and they were confident that teachers dealt with any unkind or negative language towards pupils very quickly. Pupils feel safe in school and know how to keep themselves safe, including online.
- The school is committed to building strong relationships with parents, who in turn speak highly of the school, the staff and how they support their children. They feel the school communicates with them regularly and provides a range of opportunities to find out about what their child is learning or for them to raise concerns.

Behaviour

- The behaviour of pupils is good. There have been significant improvements in behaviour since the last inspection and, as a result, the school is a calm, orderly and purposeful place to learn.
- Pupils are very well mannered and show a genuine interest in others. They open doors for adults and each other, ask if they can help and consider each other's welfare.
- Pupils were involved in the development of the behaviour policy and, as a result, are very aware of how to behave, what conduct is expected and the consequences of poor behaviour. Incidents of inappropriate behaviour are rare, dealt with quickly by teachers and responded to by the pupils appropriately and with maturity. Occasionally, in some classes, a few pupils can be distracted, but again they are dealt with quickly and therefore lessons can proceed with little or no interruption.
- Those pupils who have behavioural needs are well supported to ensure their behaviour does not get in the way of their learning and does not distract others' learning.
- There have been no permanent or fixed term exclusions of pupils for the last three years.
- Pupils' attendance is above the national average at 96%. Very few pupils are persistently absent from school.

and for the small number of pupils that are, there is a clear support plan in place to help with any issues related to difficulties in attending school.

- The systems for monitoring attendance, absence and punctuality are rigorous and effective. Good attendance is rewarded and has a high profile in school.
- Pupils enjoy coming to school and are eager to learn and benefit from the wide range of activities and opportunities on offer.

Outcomes for pupils

are good

- There has been a trend of improvement in pupils' progress since 2013. In 2015, nearly all Year 6 pupils made expected progress in reading, writing and mathematics. A number of these pupils made more than expected progress compared to pupils of a similar age, particularly in writing and mathematics. Given that pupils' starting points are often below those of other pupils nationally, this represents good progress.
- Pupil premium funding is used effectively to support disadvantaged pupils. As a result, they make good or better progress by the time they reach the end of Key Stage 2. Disadvantaged pupils' attainment is similar to that of other pupils in school and nationally. This is because the school monitors effectively the progress of such pupils and ensures that they are supported well in class to improve.
- Disabled pupils and those with special educational needs make good progress from their starting points. Teachers and teaching assistants provide effective support to ensure that pupils have the appropriate resources to help their learning.
- By the end of Year 6, the proportion of pupils attaining the standard expected is close to that of pupils of a similar age nationally and above pupils nationally in mathematics. However, although there have been improvements, the most-able pupils are not attaining comparably to the most-able pupils nationally. Outcomes for the most-able pupils have already been identified by the school as a key focus for continued improvement.
- The same picture of improvement is not yet as evident at the end of Key Stage 1. The proportion of pupils attaining the level expected in reading and writing is very low, and in mathematics lower than found nationally, as is the attainment for the most-able pupils. However, as a result of recent staff changes there are clear signs of improvement in the attainment and progress of pupils currently in Key Stage 1. This is evident from school tracking information and the work seen in pupils' books.
- The proportion of pupils reaching the expected standard in the national phonics check in Year 1 is above that of pupils of a similar age nationally. Every opportunity is taken in the early years and Key Stage 1 classes to encourage pupils to use their growing phonics knowledge to sound out words across lessons and curriculum activities.
- Pupils like reading and are encouraged to read regularly and at home. The school library is used and there are displays and encouragements to read placed around the school, including adults sharing what they are reading at the moment. However, the profile of reading, as well as writing in the school, needs revisiting, particularly to support outcomes at Key Stage 1.
- Pupils enjoy school and feel very positive about their teachers and their learning. In class, they like to talk about what they are learning and know how to improve their work.

Early years provision

is good

- Around half to two thirds of children start the early years provision with skills and knowledge typically below what would be expected for their age.
- The proportion of children who reached a good level of development at the end of Reception in 2015 was just above that expected of children of a similar age nationally and therefore, from their individual starting points, children make good progress.
- Children typically start their school career with weaker communication and listening skills and personal, social and emotional development. However, by the time they leave Reception they have made good progress in these areas. Children make the least progress in writing. However, the early years lead has identified this as a focus area within her development plan.
- Teachers' assessments and tracking of children's learning is of a good quality and activities are matched to

their needs. Opportunities are taken to record snippets of learning within focused and independent activities, as they arise. Learning journals track the progress of children through the year; they are evidenced well and demonstrate the learning and progress of children clearly.

- Safeguarding is effective and the classroom is a safe environment for children.
- Early years is well led; the leader is clear about the strengths and weaknesses of the provision.
- The quality of teaching is good, the expectations on children are generally appropriate and sessions are well prepared with stimulating activities matched to the range of abilities within the provision. The opportunities for imaginative play and for children to generate their own learning are strong; for example, during the inspection, two boys were observed enjoying themselves as they used a tyre and some chalk to create an imaginary camp fire. This activity gave them the opportunity to work cooperatively and develop their communication skills. Occasionally when adults are supporting children's learning in activities, there are opportunities missed to ask questions that help strengthen and extend learning.
- There is a clear emphasis on creating a caring and nurturing environment, which is evident from the positive relationships adults have with children and children have with each other.
- Children's behaviour is good and they have a good attitude to learning. There are well-established routines that help children settle quickly.
- There are very positive relationships between parents and staff. The early years leader considers this to be crucial, as it sets the tone for a child's whole school career. Parents talk very positively; they point out that their children are happy to come to school, enjoy learning and staff are very helpful and supportive. A number talked about how helpful staff had been in supporting them with developing their child's speech.
- Transition arrangements are thorough, with visits made to homes before a child starts Nursery or Reception, as well as 'stay and play' sessions and invitations to join story activities in Reception in the summer term. Although some children join Reception from the school's Nursery, some come from other providers and around half join straight from home. The relationship with Key Stage 1 is strong and a range of 'getting to know staff and classroom' sessions are planned through the summer term, resulting in staff getting to know children well and children feeling confident to move up to the next class.

School details

Unique reference number	119272
Local authority	Lancashire
Inspection number	10002238

This inspection 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	321
Appropriate authority	The governing body
Chair	Helen Summerfield
Headteacher	Paul Slater
Telephone number	01524 851043
Website	www.trumacar.lancs.sch.uk
Email address	bursar@trumacar.lancs.sch.uk
Date of previous inspection	5–6 December 2013

Information about this school

- This is a larger than average-sized primary school.
- Most pupils are of White British background. A small number are from other White and mixed heritages.
- The proportion of pupils who need special educational needs support is comparable to the national average and the proportion of those who are disabled or have a special educational needs statement or education, health and care plan is below the national average.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is twice the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There is a before- and after-school club managed by the school which formed part of the inspection.

Information about this inspection

- Inspectors observed lessons in all classes and in a range of subjects. Inspectors also visited an assembly and listened to pupils read.
- Inspectors observed pupils' behaviour in classrooms and assessed the school's promotion of social moral, spiritual and cultural development. Inspectors observed pupils in the playground and during lunchtimes.
- Inspectors looked at work in pupils' books and in the learning journals of pupils in the early years.
- Inspectors held meetings with the headteacher, deputy headteacher, special educational needs coordinator, early years leader, curriculum leaders and also met with the manager of the before- and after-school club.
- An inspector met with four members of the governing body, including the Chair of the Governing Body. A meeting was also held with a school improvement representative from the local authority.
- A group of pupils discussed their opinions about the school and their learning with inspectors. Inspectors also spoke informally with pupils in the playground and at lunchtime.
- The inspectors took account of 43 staff questionnaires. There were 23 responses to Ofsted's online parent survey (Parent View) and a letter from a parent which inspectors considered. Inspectors also took account of a recent parental survey completed by the school.
- Inspectors observed the school's work and looked at a number of documents, including minutes from meetings of the governing body, information on pupils' outcomes, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

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