

# Inspection of a good school: Tiptoe Primary School

Wootton Road, Tiptoe, Lymington, Hampshire SO41 6FU

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Inspection date: 29 September 2022

## Outcome

Tiptoe Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are very happy and enjoy being part of the school. Everyone feels included and valued because of the opportunities on offer. These include being part of the school council or holding positions of responsibility in school like corridor monitors. Pupils feel safe and cared for.

Pupils are enthusiastic and confident learners. They are keen to make valuable contributions to lessons. Pupils find it easy to learn because they know what is expected from them. They respond well to the challenges teachers set. Pupils also talk enthusiastically about the school's 'learning powers' and demonstrate these well in their work and behaviour.

Behaviour all around the school, at playtimes and in lessons is safe and orderly. Pupils know and respect the routines. They are respectful of each other and adults within the school. Pupils and parents report that there is little or no bullying. Pupils said that if it does happen teachers deal with it quickly. Parents speak highly of the school and its staff. As one parent commented, 'Staff are extremely caring and go out of their way to ensure children succeed, are happy and feel safe.'

## What does the school do well and what does it need to do better?

Leaders have designed a curriculum which is well organised and logically sequenced. It focuses on the important knowledge that pupils need to learn at every stage. Pupils are encouraged to make the most of the local environment. Visits to the local lighthouse and beach bring the curriculum to life.

Reading is a high priority. Pupils enjoy learning phonics and practising reading. Most pupils learn to be speedy and accurate readers. Leaders are providing staff and volunteers with additional training to support pupils' reading. Leaders have ensured teachers read high-quality texts to all children daily. The school uses trained volunteers to hear pupils read and the pupils enjoy this.

Pupils also enjoy learning across other subjects where they can build their skills and knowledge because the curriculum is carefully planned. The mathematics curriculum is skilfully taught and as a result all pupils achieve well. Teachers quickly identify any misconceptions and ensure that pupils have opportunities to embed their learning. In the early years, children use equipment right from the start which helps them with their early understanding of number. Daily 'mini maths' enables pupils to practise and develop strong mathematical knowledge. Pupils are also resilient. They understand the importance of practice to help them improve. For example, in physical education, pupils understood how practising how to balance would help them in other sports, like team sports and gymnastics.

Pupils with special educational needs and/or disabilities (SEND), including those in the resource base, are well supported. Teachers carefully adapt these pupils' learning so that they progress through the curriculum in line with their peers. These pupils also hold positions of responsibility throughout the school that support them to develop their language and communication skills. They are given tasks to complete which focus on their individual targets.

At playtime all pupils play together. The youngest children can explain what the symbols mean on the adventure playground and know the symbols are there to keep them safe. Pupils play in organised sports games like tennis and football. They can confidently explain the rules and the importance of taking turns. Small groups of pupils engage in activities like drawing and reading in the playground. Others enjoy sitting on the soft cushions in the quiet, seated areas.

Pupils play an active role in the school community. Older pupils enjoy holding responsibilities such as being 'reading buddies' to younger pupils and making decisions as part of the school council. There are a range of opportunities for pupils' wider development including after-school clubs like art and nature club. Each class supports a charity, and the school supports the local food bank. Pupils understand how the school teaches them to stay physically healthy but are less clear about how to stay mentally healthy. Pupils have a broad understanding of differences in society and celebrate this. However, this is not as well developed as it should be because pupils do not know enough about a broad range of faiths and cultures.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know all the pupils well. They are alert to signs pupils may be at risk from harm. The school has a clear system of tracking pupils that helps to identify any who need extra support quickly.

Leaders have a strong knowledge of the community. Clear, robust safeguarding procedures are established. Leaders are relentless in making referrals to external agencies to ensure pupils are kept safe and receive the help they need. The school provides regular training to ensure safeguarding is a priority for all staff and governors.

Pupils are taught how to keep themselves safe, including when online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Pupils do not have enough opportunities to learn about other faiths and cultures. This means they are not as well prepared as they could be for life in modern Britain. Leaders need to adapt the personal development curriculum, so pupils have opportunities to explore a wide range of faiths and cultures beyond their local community.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	115915
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10241712
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	130
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mrs Janine Adams
<b>Headteacher</b>	Mrs Helen Smith
<b>Website</b>	<a href="http://www.tiptoe.hants.sch.uk">www.tiptoe.hants.sch.uk</a>
<b>Date of previous inspection</b>	15 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher joined the school in 2019.
- The school has two specially resourced provisions for pupils with SEND. One is for pupils with autism spectrum disorder. The other is for pupils with a severe learning difficulty. Each provision has space for a small number of pupils.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors discussed the provision in the school with the headteacher, a senior leader, staff, and representatives from the governing body, including the chair. An inspector also spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors looked at samples of work from other subjects in the curriculum.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding lead to review their knowledge, records and actions, and also reviewed information about the safer recruitment of staff.
- Inspectors also spoke to staff and groups of pupils and observed behaviour in classrooms and at lunchtime.
- The views of staff, including 11 responses to Ofsted’s online staff survey, were considered.
- The responses to Ofsted Parent View, including 18 written responses, were also taken into account.

### **Inspection team**

Charlotte Wilson, lead inspector

Ofsted Inspector

Fiona Henderson

Ofsted Inspector

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