



Office for Standards  
in Education

## Fitzmaurice Primary School

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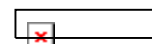
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### Basic information about the school



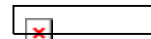
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Name of school:	Fitzmaurice Primary School
Type of school:	Primary
Status:	Community
Age range of pupils:	4 to 11 years
Headteacher:	Mrs S Taylor
Address of school:	Frome Road Bradford-on-Avon Wiltshire BA15 1LE
Telephone:	01225 862162
Name and address of appropriate authority:	The governing body, address as above
Chair of governors:	Mrs R Marshman

Local education authority area:  
Unique reference number:  
Name of reporting inspector:  
Dates of inspection:

Wiltshire  
126177  
Ms A Berger HMI  
17-18 November 2003

## Introduction



1. Fitzmaurice Primary School is situated in Bradford-on-Avon. There are 242 pupils on roll. The pupils are organised into eight classes, some with single-age groups but most with pupils from more than one age group. There are a small number of pupils from ethnic minorities and a few pupils speak English as an additional language. About 11 per cent of the pupils are eligible for free school meals, which is below the national average. Sixteen per cent of the pupils have been identified by the school as having special educational needs. There are three pupils who have Statements of Special Educational Need. When pupils enter the school the majority are attaining average standards.

2. The school was inspected under section 10 of the School Inspections Act 1996 by a Registered Inspector and a team of inspectors in June 2001. The inspection was critical of many aspects of the school and was judged to have serious weaknesses.

3. The school was inspected under section 3 of the School Inspections Act 1996 by Her Majesty's Inspectors of Schools (HMI) in September 2002. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

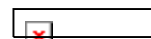
4. The school was visited by HMI in March and June 2003 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of September 2002.

5. In November 2003, two HMI returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996 and was also deemed a section 10 inspection under the same Act.

6. Sixteen lessons or parts of lessons, one assembly and two registration sessions were inspected. The pupils were observed at break and lunchtimes and samples of their work were inspected. Meetings were held with the headteacher, senior staff and an adviser from the local education authority (LEA). Informal discussions were held with other staff and pupils. A wide range of the school's documentation was scrutinised. Account was also taken of the evidence from previous monitoring inspections.

7. The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of September 2002 and the action plan prepared by the governing body to address those key issues.

## Main findings

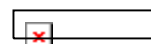


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8. In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:

- standards achieved by the pupils in the Foundation Stage are good;
- the pupils' performance in the national tests in reading, writing and mathematics at the end of Key Stage 1 in 2003 were broadly in line with the national figures;
- the results in the national tests in English at the end of Key Stage 2 in 2003 were below the national figures. The results in mathematics and science were similar to the national figures;
- the quality of the pupils' learning was satisfactory overall. The pupils have good learning skills: in particular, they listen very carefully and can confidently explain their ideas in detail;
- the pupils who have special educational needs make satisfactory progress although the school does not evaluate their performance systematically with a view to improving the provision made for them;
- the progress the pupils make in reading, writing, speaking and listening is satisfactory overall;
- in mathematics, the pupils' work in class is mostly in line with or above the national expectations for their ages;
- standards in science are improving. The pupils' knowledge and understanding is at or above the level expected for their ages but there are significant gaps in their skills of enquiry;
- standards in information and communication technology (ICT) are rising, and some work is at the level expected, but, overall it is below national expectations;
- the quality of teaching was satisfactory overall; it was excellent in two lessons, very good in one, good in four and satisfactory in eight. The teaching has improved significantly since the previous inspection. Tasks for pupils were generally well matched to their varied needs and the quality of marking is good. The teaching assistants made effective contributions to the pupils' learning;
- the curriculum has been improved and is suitably broad, reasonably balanced and based on national guidance. However the range and breadth of the curriculum for the foundation subjects are not fully developed;
- the school has satisfactory procedures for monitoring the pupils' attainment and for identifying strengths and weaknesses in their work. The system for setting targets and for tracking the pupils' progress towards them is not fully developed;
- the headteacher provides effective leadership and management. The governing body is fulfilling its responsibilities well;
- the co-ordinators for literacy and numeracy have provided effective leadership in their subjects. The co-ordinator for special educational needs and most of the other subject co-ordinators have only recently taken over their responsibilities. They have begun to develop suitable action plans though many need significant further development;
- members of staff work hard, are strongly committed and have been successful in raising the standard of the pupils' work throughout the school;
- there is satisfactory provision for the pupils' spiritual, moral, social and cultural development;
- the pupils' behaviour and attitudes to learning are satisfactory.

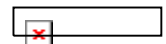
## Key issues



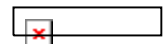
9. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

- continue to improve the quality of teaching;
- improve the ways that co-ordinators lead, monitor and evaluate their areas of responsibility;
- evaluate the performance of the pupils with special educational needs and adapt the provision accordingly.

## Inspection findings



## Standards of achievement



10. The standards in the Foundation Stage are good in each area of learning. The pupils are on track to achieve the Early Learning Goals by the end of the academic year and a significant proportion is on schedule to exceed this level. The standard of literacy is good: many pupils can write their names and are making sensible attempts to form letters and copy writing from samples provided. Most pupils read books from the early stages of a reading scheme; they recognise familiar stories and can follow a story from the pictures. They are becoming more confident speakers and listeners. The pupils' mathematical skills are good. Most recognise number symbols up to ten, count up to 20 and are beginning to order days of the week.

11. The pupils' results in the national reading tests at the end of Key Stage 1 in 2003 were in line with the national figures, but they were below the performance of similar schools. In writing, the results were in line with the national figures and the results of similar schools. The pupils' performance in mathematics was above the national figures and the results of similar schools. The proportion of the pupils gaining the nationally expected Level 2 or above has fluctuated over the last three years in each subject, whereas the proportion gaining the higher Level 3 has remained stable in reading, risen slightly in writing and significantly improved in mathematics. There was no significant difference in the performance of the boys and the girls. The results were below the school's target in reading, on target in writing and at the lower end of the target range in mathematics. The overall trend in the pupils' average National Curriculum points score over the last five years is above the national trend.

12. The school's overall performance in the national tests at the end of Key Stage 2 in 2003 was in line with the national figures and the results of similar schools. The school's targets were met in each subject. The results in English were the weakest: they were strongest in mathematics. The results in the English tests were below the national figures and the performance of similar schools. In science, the results were in line with the national figures and those of similar schools, whereas the results in mathematics were above these levels. When the pupils' prior attainment at the end of Key Stage 1 in 1999 is taken into account, their progress during Key Stage 2 is well above average in each subject. Overall, there was no significant difference in the performance of the boys and girls. The proportion of the pupils achieving or exceeding the nationally expected Level 4 or above was higher than for 2002, especially in mathematics and science. The overall trend in the pupils' average National Curriculum points score over the last five years is similar to the national trend.

13. The quality of the pupils' learning was satisfactory overall; it was excellent in two lessons, very good in one, good in five and satisfactory in eight. The pupils who have special educational needs

made satisfactory progress. The more-able pupils make good progress where the teachers set high standards, though generally their progress is satisfactory. The pupils largely worked hard and sustained their concentration during whole-class and independent work. For example, the pupils in Year 1 concentrated hard on spelling simple names of nocturnal animals using their phonic understanding. In a few lessons where the teaching was satisfactory, the needs of the more-able pupils were not sufficiently extended and there were occasional lapses in concentration, particularly where the relationships between the pupils were insecure.

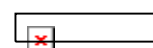
14. The quality and presentation of the pupils' English work have improved. The progress the pupils make in reading, writing, speaking and listening are good for the more-able pupils and satisfactory for the average and less-able pupils. In writing, the Year 2 pupils use inverted commas for direct speech and some pupils have begun to join their letters. In Year 1 the pupils are using their good phonic knowledge to spell less regular words correctly; spelling patterns are known and applied accurately. The pupils write letters, instructions, accounts and stories. The more-able pupils in Years 5 and 6 consistently present their writing in ink and most show a developing handwriting style. The pupils write autobiographies linked to their history studies, write plays and develop factual accounts. A particular strength is the way they are using their developing understanding of complex punctuation to gain impact in different types of writing, and, in Year 6, are using more sophisticated vocabulary. The less-able pupils also produce some good work though there is insufficient emphasis on writing at length. The pupils' speaking and listening skills are satisfactory though there are insufficient opportunities in some lessons to develop them across the curriculum.

15. The pupils' progress in mathematics is satisfactory. Most attain in line with the national expectations for their age. The pupils have a reasonable grasp of number; for example, the pupils in Year 2 added and subtracted numbers over 20 while the pupils in Years 5 and 6 reduced fractions to their simplest form. Their data handling, understanding of shape and space, and problem-solving are of an appropriate standard; for example, some of the oldest pupils have begun to solve problems that involve two or more steps and require them to select appropriate strategies. In several classes a significant number of the pupils attained above the national expectations, such as the pupil in Year 1 who added two three-digit numbers and the Year 6 pupils who accurately plotted co-ordinates in four quadrants and worked out the mode, median and range from sets of data. However, this relatively high attainment was not evident in all classes.

16. The pupils' have satisfactory scientific knowledge and understanding: many achieve the national expectations for their age and, in most classes, a significant proportion exceeds this level. For example, the Year 2 pupils named several types of force and knew that they could change the shapes of materials, while the more-able Year 6 pupils understood that objects float when the downwards force of gravity is balanced by upthrust from water. In contrast, the pupils' skills of enquiry are less secure and, in part, below the standard expected. Many of the pupils make predictions, record results and base valid conclusions on them, but there is less evidence of them planning and managing their own enquiries, or presenting the data graphically and accurately describing the relationships they find. Encouragingly, many have begun to use their scientific understanding to explain their observations, though, for many, this is at an early stage of development.

17. Though improving, standards in ICT are below national expectations. The pupils' progress has recently been inhibited by building work that has decommissioned the ICT suite. However, samples of work and the teachers' planning indicate that the pupils are developing word-processing skills and use computers to control devices; some of this work is approaching the national expectations for the pupils' age.

## Quality of education



good in one, good in five and satisfactory in eight. The quality of teaching has improved significantly since the previous inspection in November 2002. The staff work hard and have been successful in improving the progress which the pupils make.

19. In the excellent, very good and good teaching, the teachers set suitable expectations for academic achievement and effectively nurtured the pupils' esteem. The pupils were expected to think carefully at all times and the teachers engendered a thirst for learning. The pupils made rapid progress. Much of the questioning was effective: it was carefully matched to the pupils' different needs and prior attainment and probed their understanding. The lessons had a clear and appropriate structure and the national strategies for literacy and numeracy were effectively implemented. Final plenary sessions were successful because the teachers reviewed the learning effectively and gave opportunities for the more-able pupils to extend their thinking.

20. The satisfactory teaching was well planned and proceeded at a brisk pace. However, in some lessons the teachers did not give the pupils sufficient opportunity to reveal their understanding fully and at times the pupils' ideas were not drawn on enough.

21. The teaching assistants are suitably deployed and made an effective contribution. However, in a few cases they were not sufficiently involved in the learning during whole-class sessions.

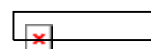
22. The quality of marking is good overall. The pupils' work is regularly reviewed and frequently annotated with corrections, encouragement and appropriate praise. Some was of very high quality and provided clear guidance on what the pupils' had achieved and how they could improve their work.

23. The curriculum is suitably broad, reasonably balanced and based on national guidance. Time allocation allows for all subjects to receive appropriate attention. However, many of the foundation subjects are not fully developed. There are too few opportunities to link different subjects to enhance the pupils' understanding. In the Foundation Stage, the Early Learning Goals are delivered through imaginatively planned, creative and investigative activities. The planning for literacy and numeracy is based on the related national framework and largely takes into account the various needs of all pupils. The more-able pupils are given well-devised challenges according to their needs. Some of the more-able pupils have been moved into older age groups; this arrangement is working well.

24. The system for assessing the pupils' attainment and progress is satisfactory. There are suitable procedures for setting end-of-year targets based on the pupils' attainment in the previous year, but they require further development; for example, they are not linked closely enough to end-of-key-stage targets based on national value-added data. Writing is regularly assessed and the outcomes used to revise the pupils' personal targets. Effective use is being made of the assessment information; for example, the assessment co-ordinator identifies lower and higher-achieving pupils and informs class teachers. Some subject co-ordinators have started to analyse assessment information to identify the strengths and weaknesses in the pupils' work. The impact of booster groups has been usefully evaluated and shown to be positive for most pupils.

25. The school is in the middle of a building programme that will improve the classroom accommodation, the security of the buildings, and the office provision for the headteacher, staff and secretary. The headteacher and staff have ensured that the intrusive building work has had a minimal impact on the teaching and day-to-day life of the school.

## **Management and efficiency of the school**



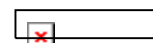
of the school's progress. The governors are more proactive in seeking the evidence they need to fulfil their responsibilities; for example, by questioning the headteacher. Important decisions are considered in detail, such as the impact on the quality of education of staff changes and major building work.

27. The headteacher provides good leadership and management. She has made a significant impact on improving the quality of teaching and learning through implementing effective performance management procedures and by consistently expecting high standards of staff and pupils. The deputy headteacher has provided a role model for excellent classroom practice and hard work and she has begun to disseminate these skills to other teachers.

28. The co-ordinators for literacy and numeracy have provided good leadership in their subjects. There has been suitable training to develop the teachers' subject knowledge in these areas. However the co-ordinator for special educational needs and most of the other subject co-ordinators have only recently taken over their roles. Some, but not all, have a reasonable understanding of the strengths and weaknesses in their subjects. The co-ordinators have begun to develop suitable action plans though many need significant further development. The co-ordinators' contribution to monitoring and evaluating the work of the school is unsatisfactory. The headteacher has suitable plans to improve this aspect of the school.

29. The LEA has provided satisfactory support for the school since it was made subject to special measures. The subject consultants have been effective in extending the skills of co-ordinators, guiding their work and responding to the school's needs. The link advisers have provided relevant, related guidance and support. Teachers have valued the professional development that has been focused on their specific needs and provided in various appropriate ways. Building and resource improvements have been significant and are ongoing. The link adviser continues to give good support to the school and the curriculum advice provided by other consultants has also been good. The new rooms are to be properly equipped and there has been further financial support to improve the quality of teaching. The building consultancy has enabled the headteacher to remain focused on improving the teaching in the school. The LEA will continue to support the school after the removal of special measures in order to help it work on its priorities and plan a suitable support plan.

### **Pupils' spiritual, moral, social and cultural development**



30. The pupils' behaviour and their attitudes to learning were satisfactory. In many lessons their enthusiasm and willingness to volunteer ideas contributed significantly to their learning. The pupils responded well to the stimulating, demanding and relevant teaching. The pupils quickly recalled their personal targets, such as those for literacy. The pupils were well behaved around the school and on the playground, and were respectful to adults and visitors. In a few lessons the pupils were unsettled at the beginnings of the sessions and took too long to apply themselves to their work. Some pupils struggled to sit quietly during assembly while waiting for other pupils.

31. At 94.7 per cent, the attendance rate for the 2002-03 academic year was broadly in line with the national median.

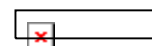
32. The overall provision for the pupils' moral and social development is satisfactory. The pupils benefit from the consistent opportunities in circle time to discuss issues of concern. Assemblies focus on moral and social issues, for example bullying, and use well known stories to enhance the pupils' understanding of right and wrong. The provision for the pupils' cultural development is also broadly satisfactory though there are too few opportunities to learn about the local area and other cultures represented in the school. The pupils' spiritual development is satisfactory overall. In some classes there are opportunities to reflect on the impact of world events on individuals though there are too few occasions when the pupils learn about other faiths. The pupils are helpful, polite, care for each other and are mutually supportive; for example, in circle time some pupils were concerned



to ensure that everyone was involved and could contribute to discussion.

33. Most teachers offer extracurricular clubs and activities which are well attended, and this is a considerable improvement since the last inspection. However, there are limited opportunities to participate in local events.

## Implementation of the action plan



### 34. Key Issue 1: secure effective leadership at all levels

While leadership is now secure at senior level, subject co-ordination remains weak in some subjects.

Progress on this key issue is reasonable.

### 35. Key Issue 2: improve rates of progress, especially in English, mathematics and ICT for all pupils and in particular, for those who should attain highly and those with special educational needs

Prior to the recent building work, the pupils were making better progress in ICT although this has slowed again as the suite has been relocated and out of action for some time. The curriculum covered was more challenging. Pupils in Years 5 and 6 have had good opportunities to learn about simulation, modelling and simple programming. The ICT club, run by parents, extended the opportunities for the highest-attaining pupils.

Teachers and teaching assistants have received training in supporting pupils with special educational needs and new policies and procedures have been established.

The school is drawing on the full range of additional support programmes for the teaching of literacy, including booster materials, optional tests and the introduction of the further literacy materials next year.

The school collects recent assessments of the pupils' reading though this information is not used fully to evaluate the performance of pupils with special educational needs. Overall the assessment and evaluation of the achievements of these pupils are at an early stage of development.

Progress on this key issue is reasonable.

### 36. Key Issue 3: improve the quality of teaching, particularly by raising teachers' expectations of what pupils might achieve, increasing the pace of learning and improving the use of time in lessons

The teachers have benefited from a range of professional development to improve their understanding of the gifted and more-able pupils as well as the teaching of a range of subjects. The headteacher and deputy headteacher have taken very effective action to eliminate the unsatisfactory teaching and there has been some improvement in the satisfactory lessons.

Progress on this key issue is good.



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