



Fremington Community Primary and Nursery School

Inspection Report

Unique Reference Number 113149
LEA Devon
Inspection number 279105
Inspection dates 27 March 2006 to 28 March 2006
Reporting inspector Laurie Lewin AI

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

Type of school	Primary	School address	Beechfield Road
School category	Community		Barnstaple
Age range of pupils	3 to 11		Devon EX31 3DD
Gender of pupils	Mixed	Telephone number	01271 373979
Number on roll	300	Fax number	01271 321101
Appropriate authority	The governing body	Chair of governors	Miss Mary Stidworthy
Date of previous inspection	7 February 2000	Headteacher	Mr Philip Cloke

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a slightly above average size school. Nearly all of the pupils are White British. The proportion of pupils with learning difficulties or disabilities is broadly similar to most other schools nationally. The number of pupils thought to be eligible for free school meals is below the level of most other schools. The proportion of pupils on roll who speak English as an additional language is well below that of most other schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the education act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement and teaching and learning.

The school is currently inadequate and does not provide value for money. In the main all issues from the previous inspection have been satisfactorily addressed, but pupils' achievement has slipped downwards in recent times. The school evaluates its own performance as being satisfactory. However, inspectors judge that the school does not evaluate its performance accurately or rigorously enough. Good care, support and guidance provision ensures pupils progress well with their personal development, behave well and show positive attitudes. However, pupils do not achieve well enough in English, mathematics and science by the time they leave the school. Good provision in the Foundation Stage ensures that children get off to a good start and achieve well by the time they start Year 1. Pupils reach broadly average standards in the national tests at the end of Years 2 and 6. However, inadequate teaching means most pupils do not make enough progress especially in Years 3 to 6. In particular, work set does not challenge higher attaining pupils sufficiently. Plans to improve achievement and teaching have not been laid out clearly within the overall development plan for the school. However, in recent times the headteacher has moved to strengthen staffing and management structures so that leadership and management are now satisfactory. Good work by some of the recently appointed subject co-ordinators and the strong commitment and enthusiasm of the staff have resulted in pupils making better progress with their work this year. The school has worked hard to improve its assessment systems and is now well focused on developing the precision with which the information gained is used to help improve teaching. These recent improvements mean the school now has sound potential to improve.

What the school should do to improve further

- Improve achievement in English, mathematics and science.
- Improve teaching, particularly in Years 3 to 6 to make sure that all groups of pupils, particularly those who are higher attaining, progress at a better rate.
- Improve leadership and management by ensuring that a full range of clearly prioritised initiatives to raise pupils' achievement is contained within the school development plan.

Achievement and standards

Grade: 4

Achievement is inadequate overall. Most children attain slightly below the expected levels for their age when they start school. They make good progress in the Foundation Stage and attain the expected levels by the time they start Year 1. Pupils make sound progress in Years 1 and 2 by the end of which they reach standards that match the

national average. They reach broadly average standards in English and mathematics by the end of Year 6, although standards in science are below average. Over the last two years, the results in national tests show that pupils in Years 3 to 6 have not been making enough progress in English, mathematics and science. Targets set for pupils' attainment in 2005 were met, but the school has rightly moved to increase the challenge in targets set for 2006. The school has put suitable initiatives in place to address the situation. As a result, lessons and work samples seen show that pupils are now making better progress than previously, particularly in English, but there remains much to be done to ensure that all groups of pupils reach their full potential. Higher attaining pupils in particular, do not make enough progress. Pupils with learning difficulties and disabilities make sound progress.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Good provision for promoting spiritual, moral, social and cultural awareness ensures pupils behave well and have positive attitudes to life in school. They enjoy school and attendance is good. Pupils feel safe and are confident that they can talk to adults if they have any concerns. The school's strong emphasis on physical exercise and eating healthily means that pupils have a good awareness of the need to stay fit and healthy. In the Foundation Stage children develop good social skills. This is built on throughout the school, with pupils gaining a good understanding of the importance of contributing to the immediate and wider community. For example, the school council has worked well in helping to plan new playground areas. Also, the school provides pupils with a wide range of opportunities to interact with the local community. For example, pupils regularly put on performances for and make visits into the community. The strong emphasis placed by the school on encouraging cooperation and teamwork, helps pupils gain satisfactory skills to help ensure their future economic well being. However, pupils' skills are not as well developed as they could be in this respect due to weaknesses in their achievement in English, mathematics and science.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate overall. Good teaching in the Foundation Stage involves children in a wide range of practical learning experiences and ensures they progress well. Sound teaching in Years 1 and 2 helps the children in these age groups to progress satisfactorily. Teaching is inadequate for pupils in Years 3 to 6. Expectations of what pupils of this age group can achieve are not set high enough. Too often, the work for older pupils in particular is set at the same level for the middle attaining and higher attaining groups. The school has implemented systems to ensure that pupils' attainment and progress are carefully tracked. However, the information gained in this way is not always used effectively enough in planning lessons to ensure that all

groups of pupils are challenged sufficiently. Teachers ensure work is suitably matched to the needs of pupils with learning difficulties and disabilities and teaching assistants work well to support these individuals. Teachers use resources such as the new interactive whiteboards well to make lessons interesting for pupils.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum. Good provision is made for the Foundation Stage and the school gives pupils good opportunities to enhance their performing arts and music skills. Personal, social and health education is well embedded in the curriculum. The good range of visits made and visitors to the school, along with the extensive range of extra curricular activities offered, give good enrichment to pupils' learning. However, planning does not always make enough provision for giving higher attaining pupils the kind of activities that challenge them and extend their skills. The curriculum is not always planned effectively enough to ensure that pupils build on previously learned skills. Good links are established with many external agencies to boost the range of learning opportunities for pupils. The school's indoor heated swimming pool is a good facility that helps boost opportunities to extend pupils' swimming skills.

Care, guidance and support

Grade: 2

The provision for care, guidance and support is good. All appropriate measures, such as child protection, to ensure pupils' safety and security are fully in place. Staff use the good relationships they establish with pupils well to encourage all individuals to become confident learners and to boost their social skills. There is a consistent approach across the school to encouraging good behaviour. Staff are good at promoting an atmosphere in which pupils develop a sensitive awareness to the needs of others. For example, in one assembly seen, very effective role play between staff made pupils think deeply about how best to handle relationships with others. The school maintains close links with the parents to liaise about the different support needs of individual pupils. While pupils are given a reasonable understanding of how to improve their work in English through the targets set for them, they are not always given such a clear idea about how to improve their work in mathematics and science.

Leadership and management

Grade: 3

Leadership and management are satisfactory. In the main, the school has successfully addressed issues raised in the previous inspection, and it received the National School Achievement award in 2001/02. However, pupils' achievement and the quality of teaching are currently inadequate. The school is not accurately evaluating its performance in these areas. Suitable action plans have now been devised by subject co-ordinators to improve teaching and achievement, but the initiatives concerned are

not presented clearly enough within the overall school development plan. In recent times the headteacher has taken effective action to strengthen leadership and management by improving staffing and management structures so that more efficient use is made of time. This has enabled newly appointed subject co-ordinators to develop their roles well. The good support that they now provide for their colleagues is making a positive impact on improving the achievement of pupils. The school has worked hard to develop systems for tracking pupils' performance carefully. It has a clear focus on developing the precision with which the information gained is used to help improve teaching. These recent improvements, combined with the strong commitment and enthusiasm of staff mean the school has the capacity to improve in the future. Self evaluation processes are in place, but are not rigorous enough. Governance of the school is satisfactory. Governors work closely with the school, keep themselves well informed and help to manage the finances efficiently. However, they are not sufficiently involved in evaluating how well the school is performing.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

29 March 2006 Dear Children I am writing to let you know how much we enjoyed coming to visit your school. Thank you for making us so welcome and helping us during the school's inspection. Here are a few of the most important things we want you to know:

- You pay attention in lessons and show interest in the work you do.
- Your school is a friendly place and behaviour is good.
- You like your teachers and you told us that your school is a safe place to be.
- You appreciate the after school activities the school provides and the visits and trips that you make out of school.
- We were impressed by how much you know about the need to stay fit and healthy.
- We think the school does a good job of taking care of you.

To make things get better in the future, we think the school needs to find more ways of helping you to speed up your progress in English, mathematics and science especially those of you who are good at these areas of work. Also, it needs to make really clear plans to show how these improvements will happen. Thank you again for being so helpful and friendly when we came to see you. Laurie Lewin (Lead inspector) Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk