



Fitzmaurice Primary School

Inspection Report

Unique Reference Number 126177
LEA Wiltshire
Inspection number 282067
Inspection dates 8 June 2006 to 9 June 2006
Reporting inspector Paul Sadler AI

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

Type of school	Primary	School address	Frome Road
School category	Community		Bradford-on-Avon
Age range of pupils	4 to 11		Wiltshire BA15 1LE
Gender of pupils	Mixed	Telephone number	01225 862162
Number on roll	239	Fax number	01225 863921
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	11 June 2001	Headteacher	Mrs Shiel Taylor

Age group	Inspection dates	Inspection number
4 to 11	8 June 2006 - 9 June 2006	282067

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves part of the town of Bradford-on-Avon. Pupils come from a range of backgrounds. The proportion with learning difficulties or disabilities is slightly below average, as is the proportion receiving free school meals. The proportion of minority ethnic pupils is about average, as is the proportion who do not speak English fluently.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which is improving and provides good value for money. It has made outstanding progress since coming out of special measures in November 2003. Parents recognise and appreciate this; 'all the effort and hard work of the staff, headteacher and governors over the last few years has made a very notable difference' was one typical comment from a parent. Pupils make good progress and achieve above average standards. The school is very effective in promoting pupils' personal development, especially their selfconfidence. Again, as one parent said, 'our son has been encouraged to believe in himself both academically and socially and, as a result, is prepared for the next step of his academic journey'. Every opportunity is taken to give pupils new experiences, for instance through interviewing candidates for teaching posts. This improvement has been achieved because leaders and managers have an accurate understanding of the school's strengths and weaknesses and therefore its overall effectiveness. They know how to secure sustainable improvements. For example, successful action has been taken to improve, both teaching and behaviour, both of which are now good. Attendance is average and could be improved. Pupils get a good start to their education in the Reception Class. Teaching in Years 5 and 6 is outstanding and the challenge now is to improve all teaching to match this quality. There is a very good range of enrichment activities which are appreciated by pupils. The school has excellent ability to improve further. The staff team, with outstanding support from the governing body, have shown this by what has already been achieved.

What the school should do to improve further

- further improve teaching so that it all matches the quality of the best in the school
- widen the range of strategies used to promote good attendance.

Achievement and standards

Grade: 2

Pupils make good progress and achieve above average standards. When they start school, they have levels of skill similar to those usually found. By the end of the Reception Year, they have made good progress and the proportion achieving the expected goals is above average. In Years 1 and 2, they make satisfactory progress, which accelerates during Years 3 to 6 so that by the end of Year 6, all have made good progress. In 2005, results in the national tests at the end of Year 6 were above average in mathematics and science and were average in English. The quality of the work of current pupils in English suggests that in 2006 results will improve. The school has sought, successfully, to raise standards of boys' writing and the quality of the work produced shows this to have been successful. Most can write clearly and accurately, often expressing complex ideas effectively, and standards of handwriting and spelling are particularly good. Pupils speak in class in a confident and articulate manner and are listened to carefully by their fellow pupils. In 2005, challenging targets were met,

apart from the proportion achieving the higher Level 5 in English. All targets should be achieved this year.

Personal development and well-being

Grade: 2

Pupil's personal development is good. They enjoy coming to school and relate well to adults and each other. Pupils are confident that the adults will help them if they have a problem. Behaviour has improved and is now good. Attendance is average but could be improved, for instance by discouraging the taking of holidays in term-time. The overall provision for the pupils' social, moral, spiritual and cultural development has improved since the last inspection and is now good. Pupils say that 'school is fun and the work is challenging'. Pupils respond positively to the good opportunities to exercise responsibly and to become self-confident. For example, Year 6 pupils are keen to take responsibility for looking after the Reception pupils at lunch times. School Council members and house captains spoke confidently about their role. They are able to bring about changes in the school, for instance they were instrumental in changing the school lunchtime menus. Pupils have an outstanding understanding of healthy eating and adopt healthy lifestyles. They have a good understanding of health and safety issues. For instance, they remember to wear sun protection cream and hats on very hot days. There is a wide range of activities for learning about customs and lifestyles in places such as Sri Lanka. As a result, pupils are developing a very good understanding of the ways in which the lives of people in some places are less advantaged than their own. Pupils successfully raise money for charity. The school has involved pupils in the appointment of new staff and in interviewing a provider of playground equipment. All these opportunities are successfully laying the foundation of good workplace skills.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. In Years 5 and 6, it is outstanding. Teachers use a variety of interesting and challenging activities which interest pupils and enable them to learn quickly. Particular strengths are the activities that teach problem-solving skills and those that enable pupils to take part in debate and discussion, for example when facing a moral dilemma such as finding money in the street. In such lessons, all pupils make equally good progress and achieve high standards. Teaching in the Reception class is good, helping pupils to adapt quickly to school routines. In Key Stage 1, teaching is satisfactory. Although activities are well-planned and challenging, pupils do not always receive the amount of support they need to make rapid progress. Throughout the school, work is marked helpfully so that pupils know how to improve it. Teachers know how each pupil is doing and plan work accordingly.

Curriculum and other activities

Grade: 2

The curriculum is good. It covers the full range of subjects and staff and links are made between subjects which reinforce to pupils the relevance of what they are learning. Good use is made of information and communication technology (ICT) and pupils are taught the skills they will need when they are older. The numbers of pupils of each age means that there is a variety of types of mixedage class and although steps are taken to ensure that those of the same age are taught similar things, there is scope for further improvement, as work is sometimes repeated. Children in the Reception class are offered a good range of appropriate experiences. There is a very good range of enrichment activities that include music, sport, the arts and residential experience, as well as activities for those with particular skills and talents. Pupils appreciate this and say there are always activities in which they are interested.

Care, guidance and support

Grade: 2

Children are cared for very well. The school is a welcoming place where children feel safe and secure and free from bullying or discrimination. The school frequently carries out health and safety checks, and risk assessments are fully in place. Every adult understands the frequently reviewed child protection procedures. Links with parents are strong and they are pleased with the way the school responds to their questions and concerns. Parents are confident that their children are safe at school. Detailed targets are set for all pupils. These include targets for literacy and numeracy and are shared with pupils according to their age and understanding. Good personal support and guidance are available for pupils with learning difficulties or disabilities. There are outstanding links with preschool providers and with the secondary school. This helps pupils to be confident about changing schools.

Leadership and management

Grade: 2

Leadership and management are good. Leaders and managers at all levels have a good understanding of their roles and responsibilities and of how to raise standards. The performance of staff is managed well and they are provided with the necessary training and support to do their jobs effectively. Leaders and managers have sensibly prioritised and taken steps to improve key areas such as the quality of teaching. Parents and pupils are consulted and agree that account is taken of their views. This careful planning and determination to see things through has led to very rapid improvement in the progress pupils make and in the quality of education the school provides. Leaders and managers have received outstanding support from the governing body, a fact recognised by parents. Governors are now rightly turning their attention to monitoring and ensuring that the quality of education is maintained and improved further. The school has demonstrated the ability to make outstanding improvements, albeit from a low starting point..

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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	3	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	1	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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

Dear Pupils We very much enjoyed talking and listening to you and seeing your work when we recently visited your school. We want to thank you for spending the time to do this. This letter is to tell you what we thought of your school and how it can be even better. We think your school is a good one and is improving fast. The best things about the school are:

- you make good progress in your work
- you are taught well. In Years 5 and 6, the teaching is fantastic!
- children in the Reception class get a good start in school
- you are very confident and talk to each other and to adults in a mature way; this is because the school lets you do things such as interviewing new teachers
- your behaviour is good and you work well together
- you enjoy school because there are lots of interesting things to do both in and out of lessons
- you are taught to lead safe and healthy lives, for instance, through sports activities and healthy eating
- our parents agree with us that the staff and governors have done a good job in making the school better.

To improve the school further, we have asked the headteacher to make sure that all the teaching is as good as it is in Years 5 and 6, and to do more to make sure everyone comes to school every day and on time, unless they are ill. Yours sincerely Mr Sadler Lead Inspector