

Fremington Community Primary and Nursery School

Inspection report

Unique Reference Number	113149
Local Authority	Devon
Inspection number	295384
Inspection dates	1–2 May 2007
Reporting inspector	Paul Sadler

This inspection of the school 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 on roll	312
School	
Appropriate authority	The governing body
Chair	Mary Stidworthy
Headteacher	Phil Cloke
Date of previous school inspection	28 March 2006
School address	Beechfield Road Fremington Barnstaple EX31 3DD
Telephone number	01271 373979
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The proportion of pupils with learning difficulties and disabilities at the school is about average. There are very few pupils of other than White British origin or who speak a language other than English at home. The school includes part-time nursery provision for 3 to 4 year olds.

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 has improved considerably since its last inspection in March 2006, when it required significant improvement in pupils' achievement and in the quality of teaching and learning. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. Children start school with social and communication skills below the expected levels. By the end of the Foundation Stage most reach the expected levels for their age and by the end of Year 2 they attain average standards in reading, writing and mathematics. At the end of Year 6 in 2006 pupils also attained average standards in English, mathematics and science. The school's rigorous assessment procedures and careful tracking of pupils' progress, together with the quality of pupils' work, show that current pupils are on course to attain above average standards. The work of more able pupils especially is improved on previous years. The progress pupils have made to attain these standards now represents good achievement at all stages.

Pupils' personal development and well-being are outstanding. Particular strengths include excellent spiritual, moral, social and cultural development, shown for instance when a Year 6 pupil was able to explain why racism is an example of stereotyping and is unacceptable. Pupils' behaviour, especially in lessons, is exemplary. Pupils show great enjoyment and enthusiasm for learning. They have an excellent understanding of how to keep healthy. For instance, the school council requested a greater variety of salads at lunch.

Teaching has improved considerably and is now good. Work is planned to meet pupils' individual needs and consistent approaches are used throughout the school in, for instance, the teaching of reading and in the use of personal targets. Marking is of high quality and contributes to the excellent care, guidance and support that pupils receive. Resources, including information and communication technology (ICT), are used very well to help pupils learn quickly. The curriculum is outstanding. Very good use is made of the local environment. For children in the Foundation Stage much of the learning takes place outdoors. There is a good range of additional activities such as sport, art and music. Pupils with particular gifts and talents have valuable opportunities to work with pupils with similar talents from other schools.

The very considerable improvements over the last year have been brought about through very good subject leadership supported by extensive intervention by the local authority. Monitoring and evaluation are rigorous and effective and are used well by the excellent governing body to challenge both school management and the authority. Overall, leadership and management are good. All staff value the motivation and support of the headteacher and other senior leaders in bringing about improvement. The Foundation Stage provides education of good quality. Parents report that communication with them has improved, but some still feel unsure about the quality of information they receive about their children's progress. The school recognises that systems need to be put in place to ensure continued improvement when support from the local authority is reduced. It is well placed to make such improvements happen.

What the school should do to improve further

- Ensure that internal monitoring and evaluation are sufficiently robust to enable improvement to be continued without extensive external support.
- Improve communication with parents to ensure that they have a thorough understanding of their child's progress and of how it can be improved.

Achievement and standards

Grade: 2

In the Nursery and Reception classes children make good progress and by the end of the Reception Year most can read and write simple sentences. By the end of Year 2 most pupils are attaining at, or above, the expected levels in reading, writing and mathematics. They can write in paragraphs and perform simple calculations. These are average standards. By the end of Year 6 almost all pupils are attaining the expected levels in English, mathematics and science, and many are doing better than this. The school is on course to achieve ambitious targets it has set itself for 2007. Pupils in Year 6 can discuss complex issues at length and can write accurately in a range of styles. All pupils, including those with learning difficulties and disabilities, achieve equally well. As many children enter school with limited skills in communication, language and literacy, this represents good achievement at all stages, much improved since early 2006.

Personal development and well-being

Grade: 1

Pupils' excellent personal development is shown in excellent behaviour, good attendance and outstanding spiritual, moral, social and cultural development. Pupils report there is little bullying and recent improvements to the playground have improved behaviour there. Children in the Foundation Stage rapidly develop good social skills. Pupils have a good understanding of how to stay safe, such as through road safety. Their attendance is good, reflecting their enjoyment of school. Pupils' understanding of the importance of exercise and a healthy diet is excellent and pupils take full advantage of the opportunities the school offers them to pursue healthy lifestyles. Pupils make a good contribution to the school community, for instance through the school council, and also contribute to the wider community through, for instance, performances and artistic displays at local events, and by collecting for charity. The skills pupils will need in adult life are developing well, especially through teamwork, cooperation and skills of literacy, numeracy and ICT.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good throughout the school. Children in the Foundation Stage develop a range of learning skills through the good range of teaching methods used. Skills of reading, writing and mathematics are taught through consistent methods with which pupils are becoming very familiar. Teachers plan work very well to meet pupils' individual needs. Techniques such as the use of 'talking partners' improve pupils' self confidence and independence. Marking is used especially well to help pupils to improve their work. ICT is used well, for instance when building a story around video clips. Teaching assistants provide good support through their work with those needing most help. Many of these strengths have developed recently following external advice and support and there is a need to ensure they can develop further when this support is no longer available.

Curriculum and other activities

Grade: 1

Children in the Foundation Stage have an excellent range of indoor and outdoor experiences. The curriculum for older pupils makes excellent use of the resources and environment available. There is very good use of natural links between subjects, for instance when Year 1 pupils develop their speaking through description of a place in a photograph. Very good opportunities exist for pupils to develop their sporting and artistic talents which extend to a wide variety of activities out of the usual school hours. Excellent use is made of educational visits and of external expertise.

Care, guidance and support

Grade: 1

Pupils receive excellent care, guidance and support. Suitable arrangements are in place to protect them and staff have a very good knowledge of their individual needs. Very good systems have been put in place to track progress. Pupils have a very good understanding of the targets they have been set and the progress they are making towards them. Older pupils have a good understanding of what they need to learn in order to attain high standards in national tests.

Leadership and management

Grade: 2

Significant improvements in pupils' achievement and in teaching have been brought about through very good subject leadership. The quality of teaching is monitored regularly and steps have been taken to improve it including the adoption of new policies to ensure consistency. Much improved monitoring and evaluation of all aspects of the school's work have ensured that the school now has a good picture of its strengths and weaknesses. The excellent governing body has regularly monitored progress since the last inspection and has conducted its own research by interviewing staff and pupils. Leadership of the Foundation Stage is good and ensures that the provision is of good quality.

The school seeks parents' views through questionnaires and more informal methods but some parents remain unclear about, for instance, the process of setting and monitoring targets for their children to achieve.

This rapid improvement has occurred because the staff, under the leadership of the headteacher who has provided both motivation and support, have worked together as a team to bring about improvement and have received extensive external support. There is a need to ensure that systems are in place to ensure that progress continues to be made when support is less intensive. The school is well placed to do this, and hence to ensure further improvement.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

11 May 2007

Dear Pupils

Fremington Community Primary and Nursery School, Beechfield Road, Fremington, Barnstaple, Devon, EX31 3DD

We very much enjoyed talking and listening to you and seeing your work when we visited your school recently. We want to thank you for spending time with us. We especially enjoyed hearing what you yourselves think of your school and seeing how much you enjoy your lessons.

Yours is a good school. It has improved a lot since inspectors last came in March 2006. These are some of the best things about it.

- You are making good progress and this means you are doing well in tests and assessments.
- Teaching is good. Teachers are very good at marking your work in ways that tell you how to improve it.
- You have an excellent understanding of right and wrong and of how to keep healthy.
- You behave very well indeed, especially in lessons, and tell us there is little bullying.
- You enjoy school very much and your attendance is good.
- You do a lot to help other people, both in school and across the world, such as by collecting for charity.
- You are given interesting work to do. There are lots of trips and clubs, especially for those in Years 3 to 6.
- You are cared for well and teachers tell you how to improve your work by setting you targets.
- The staff and governors lead the school well.

The school has had a lot of outside help in the past year and we have asked the staff to make sure the improvements can continue without this help. We have also asked the school to make sure that your parents or carers know how you are getting on and how your work can be improved.

Yours sincerely

Paul Sadler Lead Inspector