

Fynamore Primary School

Inspection report

Unique Reference Number	132093
Local Authority	Wiltshire
Inspection number	315919
Inspection dates	18–19 March 2008
Reporting inspector	Peter Clifton

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	4–11
Gender of pupils	Mixed
Number on roll	
School	393
Appropriate authority	The governing body
Chair	Jacqui Radford
Headteacher	Carolyn Maddox
Date of previous school inspection	24 March 2003
School address	School Road Calne SN11 9UG
Telephone number	01249 810090
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Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. Most pupils come from the local area, with a minority coming from further afield. The school has experienced rapid growth over the past few years. The numbers of pupils joining the school other than at the usual times are well above those expected. There has recently been a high turnover of staff. Most pupils are of White British origin. The proportion of pupils with learning difficulties and/or disabilities is above average. The majority of these have numeracy and literacy difficulties and a minority have behavioural difficulties. Recent awards gained include the Healthy Schools Award and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It has many good features and is improving because of a strong leadership team, which is ably led by the headteacher. In recent years, the progress of pupils has not been good enough; however, rigorous monitoring of teaching and well focused training for the teaching staff have led to much improved teaching, which has improved pupils' progress and learning over the past year. Standards are rising and are broadly average, and pupils' achievement is satisfactory. The school has identified weaknesses in mathematics, and the action that has been taken, including good use of targets, is now securely raising standards and is leading to good progress in the subject. Although pupils' progress in writing remains inconsistent, improvement plans are in place which are likely to be effective. Children get off to a flying start in the Foundation Stage because the curriculum is geared to their needs and the teaching is consistently good or better.

The school's concern for the needs of individuals and their well-being results in most pupils behaving well, especially in lessons, where behaviour is good. However, a minority of pupils are not sufficiently considerate or restrained in their behaviour in the playground. Both parents and pupils have rightly made comments about this. Despite this, pupils enjoy school a good deal and have positive attitudes. They have a clear voice in the school community. Pupils say that, 'school is a good place to be', and really like the range of interesting activities on offer, especially trips and after school clubs. Parents make many positive comments. They typically comment that the school is, 'warm and friendly and encourages parent involvement', and that 'concerns are met with a professional and caring response'.

The curriculum is rich and varied and subject to constant evaluation to ensure that it meets the pupils' needs. It successfully encourages pupils to be active through sport and eating healthily. Teachers' enthusiastic and friendly approach fosters good relationships and creates a positive atmosphere for learning, enhancing pupils' enjoyment. Pupils have a good knowledge of targets that have been set, and targets are often referred to in lessons. However, leaders have recognised that the identification of the next steps for learning, through marking and by pupils assessing their own work, are insufficiently developed and they are acting effectively to improve this. Good leadership from the headteacher and governors has avoided a number of potential difficulties. Since the last inspection, the school's recent rapid expansion and many changes in staffing were well managed. As a result, any disruption to learning was kept to a minimum. Effective self-evaluation and a picture of rising standards indicate that the school is well placed for further improvement.

Effectiveness of the Foundation Stage

Grade: 1

Children start school with skills and abilities that are in line with expectations in several areas of learning. However, their communication, language and literacy and calculation skills are below the levels expected. Current Reception children are very confident in their use of language, often revelling in the use of interesting and complex words. They have very well established routines, which they understand and follow. The curriculum is exciting and vibrant and strongly promotes pupil choice. Consequently, the children are independent and are very confident in making decisions. Exceptionally strong leadership ensures that the team of teaching assistants and teachers have well defined roles. They support children's learning during activities the pupils choose for themselves, intervening skilfully at the right moments. Children have regular

access to the outdoor learning environment and are developing a good understanding about being healthy. As a result of this exceptional provision, children are reaching the expected levels and in some areas exceeding them.

What the school should do to improve further

- Implement the plans to improve progress in mathematics and writing across the school.
- Extend the use of targets in lessons and through marking so that pupils have a clearer idea about the next steps for learning.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Reception children make good progress in all areas of learning, and outstanding progress in developing speaking and listening and their calculation skills. As a result, they are very well prepared to start the National Curriculum in Year 1. Standards by the end of Year 2 have been rising consistently for the past three years. In the 2007 Year 2 tests, pupils reached average standards. Current standards in Year 2 are similar. The Year 6 results in national tests in English, mathematics and science in 2007 show that pupils reached broadly average standards. Current standards in Year 6 are not as high and this is because this group of pupils has a much higher than usual number of pupils with learning difficulties and/or disabilities. However, both groups of pupils have made satisfactory progress from their starting points in Year 2, and there is evidence that in some subjects such as mathematics their progress is now better than this. Pupils who find learning difficult make progress that is similar to that of other pupils. Pupils are making sound progress in developing basic skills and are satisfactorily prepared for the future.

Personal development and well-being

Grade: 3

Most pupils are enthusiastic about their school and they say that they enjoy learning, but a few are less sure. They like the many interesting activities on offer in lessons and opportunities to use information and communication technology (ICT). Their attendance is slightly above average. Pupils make a positive contribution to their own and the wider community by acting as 'buddies', raising money for charities and running clubs. Pupils are confident that they will be listened to if they are worried about any issue. They say that they feel secure in school because of the support from staff and the work that the school council has done on bullying. However, parents and pupils both express some concern about behaviour. In school, pupils are very polite, well mannered and helpful. However, in the playground, the behaviour of a minority of older boys is too boisterous and they play potentially risky games. They do not always show sufficient awareness of the consequences of their actions. Pupils' spiritual, moral, social and cultural development is satisfactory. Some aspects of cultural and spiritual development are good, especially in music and art.

Pupils show a good understanding of health and environmental issues, and participation in sport is good. They make healthy choices about their lunches and seem to appreciate the quality and choice of meals provided by the school.

Quality of provision

Teaching and learning

Grade: 3

Teaching in most lessons is enthusiastic and enhances pupils' enjoyment of learning. Pupils say they find their lessons interesting. Pupils' relationships with adults and with each other in lessons are positive. In most classes, teachers use good strategies to develop pupils' speaking and listening skills such as through paired talk. On many occasions, teachers use the interactive whiteboards well to engage the interest of pupils. Teachers have clear expectations of behaviour and manage pupils with sensitivity. There are occasions when pupils' learning is not moved on quickly enough, such as by being kept too long on the carpet or when they finish work quickly and have to wait. When this happens, the pace of learning slows. In most lessons, pupils work well independently, especially in Reception. However, there are a few whose attention wanders and they remain unchecked. Questioning usually enables pupils to explain their understanding, but opportunities to extend learning are inconsistent. This is because either pupils are not given sufficient time to respond at length or questions are posed in such a way that only single-word answers are required. Strategies used to help pupils identify next steps for learning are too limited. Teaching assistants provide good support to pupils who find learning difficult, especially to help those pupils extend their basic skills in literacy and numeracy.

Curriculum and other activities

Grade: 2

The school offers a lively and varied curriculum. Strengths include art, music, sport and the use of ICT. There is good support for those pupils who are particularly talented such as in music and art. Recent improvements in opportunities for scientific investigation and mental calculation are helping to raise standards. However, writing requires further development. Overall curriculum planning provides a strong and well-understood framework with good links between subjects. At a time of high teacher turnover, planning provides good support to new staff. A good start has been made in introducing French. However, leaders have rightly identified the need to improve provision for pupils' multicultural awareness.

Curriculum enrichment is strong. There is a wide range of activities and clubs after school and at lunchtime, with high levels of pupil support and good enjoyment. Several children run their own clubs. Extra music provision is strong through the choir, orchestra and with all pupils learning recorder plus a range of other instruments.

Care, guidance and support

Grade: 2

Child protection arrangements are robust. Risks are assessed carefully before trips to ensure the pupils' safety. Leaders are careful to monitor and respond to bullying or any racist incidents. Good quality care helps pupils build their confidence and self-esteem. However, despite good levels of adult supervision at playtime, accidents occur because of contact games played mainly by boys. The school is careful to monitor vulnerable children and there is good liaison with outside agencies.

Recent developments in the use of targets have made a considerable difference in improving progress, particularly in mathematics, which has been a key focus for the school. Pupils understand and work towards their targets. However, marking in books does not always offer

clear advice on how to improve. In some classes, pupils assess each other's work and set further targets. However, this is not yet established well enough so that the pupils can take 'ownership' of targets for themselves to enhance the quality of their learning. Leaders have clear plans in place to improve these areas.

Leadership and management

Grade: 2

Good self-evaluation and a strong lead by the headteacher are the main reasons for improvement. Leaders accurately evaluate teaching in lessons and provide clear information about areas for development and as a consequence, teaching is steadily improving, despite considerable staff turnover. The headteacher sets a clear direction for the school's future development by ensuring that staff and governors contribute to improvement planning and evaluation. Subject leaders are developing their role well, sharing the responsibility for school improvement. Additional support is carefully targeted for those pupils who find learning difficult. Pupils' progress is carefully tracked and regularly updated to account for new pupils coming into school. While pupils' achievement overall is currently satisfactory, there is evidence that the work of leaders is leading to good progress, for instance, in mathematics. This is because of the good use of targets in each year group. Governors have a good understanding of strengths and weaknesses and are actively involved in self-evaluation. This enables them to challenge leaders about improvement with confidence.

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Inspection judgements

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
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	3

The quality of provision

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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Dear Pupils Inspection of Fynamore Primary School, School Road, Calne SN11 9UG

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking to you and were impressed with your friendliness and confidence. You clearly enjoy school and attend regularly. The valuable information you gave us was a great help. We think that your school gives you a satisfactory education. Some aspects are good, for example, the curriculum and the care, guidance and support you receive. The leadership in your school is good.

What we most liked about your school:

- You get off to a flying start in Reception.
- Improvements are being made in the way mathematics is taught.
- There are strong links with your parents or carers.
- Leaders know the school's strengths and weaknesses well.
- You have positive attitudes to learning and most of you behave well in lessons.
- Your teachers are enthusiastic and friendly.
- There are good opportunities for you to extend learning in clubs and other activities.

We have asked your headteacher and others to do these things:

- Carry out the plans to improve your progress in mathematics and writing.
- Extend the use of targets in lessons and through marking so that you have a clearer idea about what you need to learn next.

With your hard work and help, we think that your school will continue to improve.

Yours faithfully

Peter Clifton Lead inspector

20 March 2007



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Peter Clifton
Lead inspector