

# Fulmer Infant School

## Inspection report

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<b>Unique Reference Number</b>	110227
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	337453
<b>Inspection dates</b>	10–11 May 2010
<b>Reporting inspector</b>	Mike Capper

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Barnes
<b>Headteacher</b>	Sheila King
<b>Date of previous school inspection</b>	11 May 2010
<b>School address</b>	Aldbourn Lane Slough SL3 6JB
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed nine lessons with three teachers being seen. Meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work and looked at teachers' planning, the school's assessment information and safeguarding policies and samples of pupils' work. Inspectors analysed 42 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the involvement of subject leaders in evaluating the work of the school
- the use of assessment information to ensure that teaching meets differing needs
- pupils' responsibility taking and their knowledge of cultures other than their own
- the effectiveness of the school's procedures for improving attendance.

## Information about the school

This small rural school take pupils from the village of Fulmer as well as from the surrounding area. The proportion of pupils identified as having special educational needs and/or disabilities is below average. Most, but not all, of these pupils have moderate learning difficulties. Most pupils are of White British heritage, but some are from other ethnic backgrounds, including Polish and Pakistani. Only rarely do pupils start school in the early stages of learning English. The proportion of pupils known to be eligible for free school meals is below average.

The school has a number of awards including a Green Flag eco-award and a Quality Mark for its work in promoting basic skills.

The school has undergone an almost complete change of staff since its last inspection in 2007.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Pupils achieve well at this good school. There are many outstanding aspects to the school's work and these help pupils to flourish both socially and academically.

Children get off to an excellent start in the Early Years Foundation Stage where there is very high quality provision. Although the small size of each year group means that there is some variation from year to year in attainment at the end of Year 2, it is always at least above average, representing good progress for pupils from their starting points. Pupils do well because good teaching provides good challenge to all. This is supported by a very rich and vibrant curriculum that gives pupils many memorable experiences.

The pupils are brilliant ambassadors for the school. There is a delightful atmosphere in most lessons, although there are occasions when teachers do not expect pupils to listen carefully enough, which slows the pace of learning. Pupils take responsibility very keenly. They make an excellent contribution to the community by taking part in local events and working in very close partnership with other schools and groups. Pupils' awareness of the importance of looking after the planet for future generations is exemplary and this is reflected in the school's Green Flag award. The 'Eco Action Team' makes many excellent suggestions about how to improve the environment. For example, they recently surveyed lunchboxes to encourage more use of recyclable containers.

Adults provide very high quality care to the pupils and ensure that they feel very safe. Pupils have an outstanding understanding of how to stay healthy and they benefit enormously from the many opportunities that they get to work outside. Pupils greatly enjoy school with comments such as 'Every day is fun' typically summing up their views. The school has good systems for promoting attendance, although attendance has been broadly average for the last two years due to sustained bouts of illness over that time.

The school is successful because the headteacher and governors have created an ethos in which all pupils are valued and respected. Their purposeful leadership has ensured that the school has continued to move forward quickly since the last inspection. There is a very clear understanding of the school's priorities for development based on good systems for checking effectiveness. The school is now rightly working to strengthen this by giving subject leaders more opportunities to take part in self-evaluation by, for example, being involved in monitoring teaching and learning.

The school has successfully demonstrated that it has a good capacity to improve further. Key issues from the last inspection have been tackled and leaders continue to be proactive in addressing weaknesses as they arise. For example, they have successfully closed the gap between reading and writing by ensuring that pupils get more opportunities to write in different subjects.

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## What does the school need to do to improve further?

- Ensure that teachers always expect pupils to listen carefully to adults and to their classmates so that the pace of learning in lessons is always brisk.
- Strengthen the role of subject leaders so that they take a more active part in self-evaluation.

## Outcomes for individuals and groups of pupils

2

Pupils' achievement is good and the above average attainment seen in national assessments at the end of Year 2 in 2009 is evident in current work. Pupils greatly enjoy school. Their positive attitudes towards learning are a key factor in the good progress being made in most lessons. In a good literacy lesson, pupils showed great interest and made quick progress in improving their speaking skills because work was linked to the theme of rainforests making it very purposeful. In a good design and technology lesson, pupils keenly explored ideas for themselves and successfully used their model kapok trees as a starting point for writing about what they had learnt in geography. They extended their knowledge well because work was practical and engaging. Pupils generally behave well in lessons, although they can be less engaged when overexcited. When this happens, the progress in lessons slows and pupils do not listen as well as they should to others. For example, in a numeracy lesson, some pupils were unclear about how to use a number line because they had not listened to the teacher's instructions carefully. Pupils with special educational needs and/or disabilities learn quickly in lessons because work is adapted to their needs so that they can participate fully in activities.

Pupils' spiritual, moral, social and cultural development is excellent. Pupils learn to consider complex moral issues by talking about the value of fair trading and they develop a very strong sense of justness. They very keenly adopt healthy lifestyles and talk very knowledgeably about the importance of exercise. Pupils have a very strong understanding of cultures other than their own. They are respectful of each other's backgrounds and talk knowledgeably about life in different countries.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

In this small school, its size is its strength. Adults know every pupil and care for them extremely well, treating them all as part of the 'school family'. Pupils say that they feel very safe and they know what to do if they have a worry. When necessary, the school works very closely with outside agencies to ensure that pupils who are in danger of falling behind are given extra help.

Teachers work extremely successfully to make learning fun and to link subjects together so that work is made purposeful. The curriculum takes excellent account of pupils' interests and aptitudes and supports their personal development extremely well. There is a strong and successful focus on introducing basic skills, and this is reflected in the school's Quality Mark award. Clubs and visits contribute extremely well to learning, as do special days which have a different theme each term. For example, pupils speak very positively about the 'Around the World Day' when the school was turned into an airport so that they could 'visit' different countries. This memorable experience has contributed extremely well to pupils' cultural awareness.

Teachers assess learning carefully and, in most lessons, use this information well to plan next steps in learning. Teaching assistants make a significant contribution to pupils' learning across the school. On those occasions when teaching is satisfactory, the pace of learning slows because teachers do not ensure that pupils listen carefully enough to adults or pupils. Teachers mark work diligently and give pupils good feedback on how they can improve.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

This is a school that is not happy to rest on its laurels. The headteacher and governors have a clear vision of what sort of school they want, and they work tirelessly to fulfil their aims. The headteacher is passionate about getting the best for the pupils and her ambitions and drive for improvement are firmly embedded across the school. This has ensured that the school continues to move forward quickly, despite a relatively high turnover of staff since the last inspection. There is a good understanding of priorities and teamwork is very strong. However, the role of subject leaders is still in the early stages of development and they do not play an active enough part in self-evaluation so that, for example, they contribute to improving teaching further. Governors are very knowledgeable about the school. They take an excellent lead in some aspects of provision, for example the school's excellent travel plan is mainly their work.

The school promotes equality and tackles discrimination successfully. Pupils from different backgrounds get on together very well and leaders are doing right things to iron out any remaining minor inconsistencies in progress. The school makes an excellent contribution to community cohesion. There is very strong engagement with the local community and with parents and carers and this enhances learning significantly. The curriculum provides pupils with many opportunities to learn about life in other parts of the United Kingdom or overseas. Consequently, pupils have an excellent knowledge of what life is like beyond Fulmer.

The school has excellent safeguarding procedures. Pupils' safety is given the highest priority and this is reflected in every aspect of school life.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make excellent progress in the Early Years Foundation Stage. Although there is some variation from year to year, most children work at the levels expected for their age when they start school. Excellent teaching and a vibrant curriculum means that attainment is on track to rise to high levels by the end of the current year. This is higher than in previous years. There is a delightful atmosphere in lessons, with children supporting each other well and working hard at all times. Children develop very good confidence. They self-select where they are going to work and cooperate very happily with each other. For example, the teamwork shown when devising games to share with older pupils was exemplary. Adults work together to ensure that work is closely matched to need. Children are very well cared for and they have excellent opportunities to explore their own ideas. When they do this, adults intervene at just the right time to move learning on. For example, children's understanding when exploring capacity was significantly enhanced by astute questioning that challenged them to think for themselves.

Provision is very well led and managed. Members of staff monitor progress very closely so that they know what they need to teach next. Leaders make increasingly sharp use of data to look for trends in attainment over time so that any comparative areas of weakness can be tackled quickly. For example, a focus on improving numeracy skills in the current year is proving very effective.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

There was a high return of questionnaires from parents and carers. They are almost unanimously positive about all aspects of the school's work. Positive comments included,



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'My child loves school and always wants to come', 'The adults are always friendly and welcoming' and 'Fulmer provides a very loving and caring environment.' Inspectors agree with these glowing comments.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fulmer Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	90	3	7	1	2	0	0
The school keeps my child safe	38	90	3	7	0	0	0	0
The school informs me about my child's progress	30	71	12	29	0	0	0	0
My child is making enough progress at this school	31	74	11	26	0	0	0	0
The teaching is good at this school	31	74	11	26	0	0	0	0
The school helps me to support my child's learning	32	76	9	21	0	0	0	0
The school helps my child to have a healthy lifestyle	33	79	9	21	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	62	11	26	0	0	0	0
The school meets my child's particular needs	31	74	10	24	0	0	0	0
The school deals effectively with unacceptable behaviour	29	69	10	24	0	0	0	0
The school takes account of my suggestions and concerns	32	76	10	24	0	0	0	0
The school is led and managed effectively	34	81	8	19	0	0	0	0
Overall, I am happy with my child's experience at this school	35	83	7	17	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 May 2010

Dear Children

Inspection of Fulmer Infant School, Fulmer SL3 6JB

Thank you for welcoming us to your school. You were very polite and friendly and we enjoyed talking to you. We agree with you that this is a good school that helps you to do well.

Here are some of the things we found out about your school:

- You do very well in the Reception class. You are happy, make excellent progress and nearly always have smiling faces when you come to school!
- Mainly good teaching means that you make good progress as you move through the rest of the school.
- You behave well and enjoy school because teachers make learning exciting. Your work on looking after the environment is superb and your nature studies on Friday look like they are great fun!
- You know who to turn to if you have a worry and rightly feel that you are kept very safe.
- All adults in school are very kind and caring and they give very good help when you have problems with your work.
- The headteacher, teachers and governors are leading the school well and they know what still needs to be improved.

This is what we have asked your school to do now:

- Give teachers who are in charge of subjects more chances to check how well things are going.
- Ensure that teachers always expect you to listen to them and to your classmates in lessons.

You can play an important part in improving the school by continuing to work hard and by trying to listen carefully all of the time.

We wish you all well for the future.

Yours sincerely

Mike Capper

Lead inspector

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