

# Fremington Community Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	113149
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338107
<b>Inspection dates</b>	14–15 January 2010
<b>Reporting inspector</b>	Grahame Sherfield HMI

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	310
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss M Stidworthy
<b>Headteacher</b>	Mr P Cloke
<b>Date of previous school inspection</b>	1 May 2007
<b>School address</b>	Beechfield Road Fremington Barnstaple EX31 3DD
<b>Telephone number</b>	01271 373979
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<b>Email address</b>	admin@fremington-primary.devon.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 19 lessons and observed 12 teachers, spending 50% of their time looking at learning. They held meetings with governors, staff and groups of pupils and met parents informally at the start and end of the school day.

Inspectors observed the school's work, and looked at key school documents, such as the improvement plan and the minutes of meetings of the governing body, and 133 questionnaires returned by parents.

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

- the progress that pupils are currently making, particularly those with higher levels of attainment
- how well the school has maintained the quality of teaching during disruptions to staffing
- how effectively the curriculum supports the development of basic skills in literacy, numeracy and information and communication technology
- how well leadership at all levels is driving improvement in pupils' achievement.

## Information about the school

This school is of above average size and serves a mainly White British community in part of this north Devon town. The proportions of pupils eligible for free school meals and with special educational needs and/or disabilities are below average. Five teachers have been on maternity leave over the last year, resulting in some changes in staffing.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory and steadily improving school. Pupils behave well and value the caring and friendly environment that the headteacher and his staff have worked successfully to maintain. Developing pupils' enthusiasm for learning and their sense of responsibility is central to this school and this is reflected well in its day-to-day life. One pupil reported to an inspector that 'education is fun' while another stated, 'I think you learn when you have a taste for things.'

Children make good progress in the Early Years Foundation Stage and the school is becoming increasingly successful in building on this in Years 1 and 2. Inspection evidence indicates that pupils in Year 2 are on track to move above average in reading and writing by the summer of this year. More rigorous tracking of progress has successfully addressed the dip in 2009 in the progress pupils made by the end of Year 6 in English and mathematics. The slow but steady improvement of the previous three years has been resumed. Achievement and progress are satisfactory overall. The proportion reaching the level expected nationally in these two subjects is average but relatively few pupils reach the higher National Curriculum Level 5. The school has been addressing this with some success and inspection evidence shows that results are set to be close to national figures in 2010.

Pupils' concentration in lessons is good and they often find the work enjoyable. The school has managed the staffing changes effectively, addressed concerns as they arose and ensured generally good teaching underpins improving progress. Some of the strengths of teaching, for example teachers' focused work with particular groups, have yet to have their full impact on pupils' progress by the time they leave the school. Much of the teaching observed by inspectors was good, with carefully planned lessons meeting pupils' needs well. In a few lessons, however, teaching was satisfactory, with a slower pace of learning and pupils were not pressed to extend their thinking. The curriculum is making a strong contribution to pupils' personal development and to their enjoyment of their learning. Provision for developing pupils' skills in literacy, numeracy and information and communication technology is satisfactory. Pupils with special educational needs and/or disabilities benefit from good support.

Senior staff have an accurate view of the strengths and weaknesses of the school, based on appropriate systems for monitoring and evaluating its work. However, the judgements made of the progress pupils make and of the quality of the provision are sometimes overgenerous. The senior management team has some key strengths that are not being fully exploited to support the improvement of the school at present. Challenging targets are set but the school has not achieved these in the past. Evidence indicates that the school is likely to get closer to its targets in 2010 and the capacity for

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sustained improvement is satisfactory.

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

- Accelerate pupils' progress so that by the Year 6 national tests in 2011, 91% of pupils have made two levels of progress in English since the end of Year 2, and 89% have achieved this in mathematics.
- Improve the quality of all teaching to the level of the best, by ensuring that teaching is consistently well matched to pupils' differing needs.
- Draw up a strategic plan for the improvement of the school and develop the role of the senior management team so that it plays its full role in monitoring progress with priorities.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils show good concentration in lessons and work well both independently and in cooperation with others. Pupils respect each other's ideas and listen carefully to their classmates. In one lesson, the class broke into spontaneous applause after two pupils read a poem with impressive expression. Pupils respond well to the good humour often shown by the staff, and this makes a strong contribution to the high level of enjoyment in most lessons.

Pupils' progress in mathematics by the end of Year 6 has been slower than that in English. This is because some staff are less confident in mathematics and pupils sometimes have difficulties applying their knowledge of the subject to particular problems. The school has worked successfully with the local authority to address these issues and progress is improving. Pupils with special educational needs and/or disabilities make good progress in English and mathematics as a result of the additional support they receive. The progress made by more able pupils is improving in response to the school's actions to increase the number reaching the higher Level 5 in the national tests in Year 6. Progress is tracked more closely and staff are held more accountable for the progress of pupils in their class. There has been insufficient time for this to influence fully the progress made, which remains satisfactory.

Pupils feel safe in school and have a good grasp of the importance of eating healthy food and of taking plenty of exercise. They make a good contribution to the school community and put forward ideas through the school council. Pupils' basic skills in literacy and numeracy equip them soundly for their future economic well-being.

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

### How effective is the provision?

Relationships in the classrooms between pupils and between pupils and adults are good. Teachers engage their pupils within a positive atmosphere where learning support assistants make a good contribution to pupils' learning. Pupils benefit from targets which give clear indications of what they need to do to improve in English and mathematics and from good marking of their work where teachers give guidance on how to do better. Good teaching observed was characterised by clear explanations of what learning was intended to take place. Teachers used questioning well to press pupils to think further and to check their understanding. Work proceeded at a good pace and was well matched to pupils' needs. Where teaching was satisfactory, teachers sometimes talked for too long and gave too much time to activities. Teachers were more likely to tell pupils things rather than extend their thinking and develop their ideas. Sessions at the end of lessons were not always used well to identify and reinforce what had been learned.

Pupils value the way in which the curriculum provides 'hands-on' opportunities to excite their interest and this contributes to the enjoyment of learning that most display. The curriculum makes a strong contribution to pupils keeping safe and being healthy through special events, for example the Anti-bullying Week. The good range of extra-curricular activities is much appreciated by pupils. More vulnerable pupils are cared for well in the friendly atmosphere in the school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has established a clear commitment to addressing the school's areas for improvement, which are tackled using detailed action plans. There is currently no strategic plan to help to make checks on progress with priorities easy to carry out. The senior management team is not yet contributing fully to monitoring the school's improvement and hence to charting its future direction. Training to develop its role more fully in monitoring progress in the year groups is planned for the week following the inspection. The absence on maternity leave of the subject leaders for mathematics and English had a short-term negative impact on leadership of these subjects which was soon addressed through the headteacher and his deputy successfully taking on these roles.

Governors are strongly supportive of the school and its pupils. They receive detailed reports from the headteacher and his staff and ask appropriate questions to find out how well the school is doing. Governors have a clear understanding of what it does well and what is in need of further development. They are realistic and acknowledge that some of the school's judgements of what pupils achieve and the quality of provision have been overgenerous. Approximately half of the governors are new to this role and, as a result, arrangements for the governing body to find out for itself how well things are going are not yet robust enough.

The school has been successful in ensuring that pupils with special educational needs and/or disabilities make good progress and is working to raise the standards reached by higher attaining pupils, with some early indications of success. This shows its effectiveness in promoting equal opportunities for all pupils to achieve as well as they can. The school also ensures that discrimination against any group is avoided at all times. The school makes a good contribution to community cohesion. There is a strong sense of community in the school and good links with the local community. The well-established link with a school in Italy and the curriculum provide opportunities for pupils to understand other cultures. But its contribution to promoting pupils' understanding of cultural diversity in other parts of Britain is less extensive. The school has good partnerships with a range of external organisations to extend the opportunities for pupils in their work and in their personal development.

Arrangements for safeguarding pupils meet requirements satisfactorily. Detailed checks are made on staff suitability to work with children and the outcomes of these are recorded appropriately.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

When children join the school, their skills are below expected levels. They make good progress in all areas of learning and, in 2008/09, attainment was in line with levels expected by the end of the Reception Year.

The children benefit from good teaching that involves a wide range of activities where there is a good balance of adult-led and child-selected activities. Children respond well to the well-organised and stimulating environment for learning. They particularly enjoy the opportunities for role play, for example in shopping and in the 'Fremington Garage'. All welfare requirements are met and children are happy and well cared for in the warm and welcoming atmosphere. Some children had only joined the school a few days before the inspection. They were already entering the classrooms confidently and settling immediately to their activities.

Leadership and management of the Early Years Foundation Stage are good. Self-evaluation is rigorous and results in successful action for improvement, for example the new approaches to sharing information on children's progress with parents and carers that have been introduced recently. The staff work well as a team and the classes are well organised and cohesive.

There is a good partnership with parents and carers, who are very positive about their children's experience in the Early Years Foundation Stage. 'Brilliant' and 'she loves it' reflect the comments of the many parents keen to tell inspectors how much they value the provision. Links with pre-school provision have correctly been identified as in need of further development.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

More Ofsted questionnaires were returned than might have been expected and analysis of these showed that most respondents were happy with children's experience at this school. Almost all believe their child enjoys school and the school keeps children safe. Inspection evidence indicates that these positive views are justified. A small minority of parents and carers are concerned about whether the school takes account of their suggestions and concerns and helps them to support children's learning. The school provides formal opportunities each term for parents and carers to meet their child's teacher when pupils' targets are discussed. Reports meet requirements but do not provide much information on what pupils need to do to improve. A small minority also have concerns about how well the school is led and managed, with some specifically mentioning the reorganisation of classes for older pupils last summer. These changes were intended to improve the tracking of pupils' progress to help them to do better. Evidence so far suggests that this is a positive development.

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

Ofsted invited all the registered parents and carers of pupils registered at Fremington Community Primary and Nursery 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 133 completed questionnaires by the end of the on-site inspection. In total, there are 310 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	53	58	44	1	1	0	0
The school keeps my child safe	53	40	78	59	2	2	0	0
The school informs me about my child's progress	35	26	72	54	16	12	1	1
My child is making enough progress at this school	34	26	76	57	16	12	1	1
The teaching is good at this school	37	28	77	58	13	10	0	0
The school helps me to support my child's learning	29	22	73	55	23	17	0	0
The school helps my child to have a healthy lifestyle	38	29	82	62	7	5	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)	34	26	69	52	15	11	1	1
The school meets my child's particular needs	33	25	77	58	15	11	0	0
The school deals effectively with unacceptable behaviour	33	25	72	54	15	11	5	4
The school takes account of my suggestions and concerns	28	21	66	50	23	17	9	7
The school is led and managed effectively	23	17	64	48	23	17	9	7
Overall, I am happy with my child's experience at this school	47	35	70	53	9	7	2	2

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



18 January 2010

Dear Pupils

Inspection of Fremington Community Primary and Nursery School, Fremington,  
Barnstaple EX31 3DD

Thank you for your involvement in the recent inspection, particularly for the friendly and open way in which you talked to us. We enjoyed visiting your school very much.

You go to a satisfactory school which is improving steadily. We agree with you that it is friendly and caring. Here are some important things we found out about your school.

- You make satisfactory progress in your work, supported by a good curriculum.
- The teaching in your school is good.
- The youngest children get off to a good start in the Nursery and Reception classes.
- Your behaviour is good and you enjoy school.
- The school cares for you well and you feel safe.
- The governors, the headteacher and the other staff are determined that the school should improve further.

These are the main things we have asked the school to do to keep improving.

- We have requested that the school helps you to make faster progress in English and mathematics by ensuring that all the teaching in the school is as good as the best and that the work you do always meets your needs well. You can help by doing your best in your work.
- We have also asked the school to make the most of the skills of the most senior teachers in helping the school to improve further.

Thank you again for your involvement in the inspection and we wish you every success for the future.

Yours sincerely

Grahame Sherfield

Her Majesty's Inspector

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