

Tiptoe Primary School

Wootton Road, Tiptoe, Lymington, SO41 6FU

Inspection dates 12–13 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities make good progress and achieve well in all subjects.
- Since the last inspection, pupils' results in national tests have risen steadily. Pupils are now achieving well above the national average in reading and mathematics by the time they leave the school.
- Teaching is good and continuing to improve. Teachers have a good understanding of how well pupils are doing, and pupils' progress is tracked carefully.
- The improvements initiated by the headteacher have improved all aspects of the school. In particular the introduction of the whole-school Tiptoe Reading Challenge has inspired both pupils and parents and carers and achieved excellent outcomes.
- Pupils enjoy their whole time in the school and their attendance is consistently high. The behaviour and attitudes of the pupils are exemplary and the school is rigorous in ensuring that pupils are safe and secure.
- In the last two years important decisions have been undertaken that have significantly improved the quality of teaching.
- The staff team works well together, under the exemplary leadership of the headteacher, and has a very clear understanding of the school's strengths and areas for improvement.
- An effective programme of checking how well staff are performing and focused staff training mean the school is very well placed to continue to adapt and improve in the future.

It is not yet an outstanding school because:

- Changes in how subjects are taught are too recent to enable pupils to make maximum progress in using their writing skills in different ways.
- Very occasionally tasks planned do not excite pupils or provide sufficient interest.
- Governors do not yet always use their formal visits to see how much progress the school is making in its efforts to improve.

Information about this inspection

- The inspector spent four hours observing teaching, which included visiting eight part lessons and a number of smaller teaching groups in joint observations with the headteacher. In all, six teachers were observed teaching.
- Discussions were held with different groups of pupils, members of the governing body, the headteacher, staff members and parents and carers.
- The inspector took account of 19 responses to the on-line questionnaire (Parent View) in planning the inspection and talked to a number of parents and carers during the inspection.
- The inspector observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents.
- In addition, questionnaires from 14 members of staff were analysed.

Inspection team

David Marshall, Lead inspector

Additional inspector

Full report

Information about this school

- Tiptoe is a smaller than the average-size school, with an eight-place specially resourced provision for pupils with special educational needs who have severe learning difficulties (the special class).
- The majority of pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium is around the national average.
- The proportion of pupils supported through school action, and those supported at school action plus or with a statement of special educational needs, including those pupils in the special class, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that changes in the curriculum are embedded so that:
 - pupils are given the maximum opportunities to practise and reinforce their writing skills in all subjects
 - the relevant activities that excite pupils' interest are linked across subject areas and are present in all lessons.
- Use the governors' well-developed systems to establish a common purpose in their visits to monitor rigorously the implementation of innovation and change.

Inspection judgements

The achievement of pupils is good

- Inspection findings show that, throughout the school, all groups of pupils achieve well and they are particularly well prepared for the next stage of their education, including those known to be eligible for the pupil premium.
- Pupils join the school with skills and knowledge that are generally in line with those typical for their age, but due to the number of pupils with disabilities and special educational needs, there are many variations within each cohort. All pupils, regardless of their ability, make at least good progress.
- Effective organisation enables children to make good progress in the Early Years Foundation Stage.
- Pupils' standards in reading at the end of Key Stage 1 are above average. Last year's national assessments for pupils at the end of Year 6 showed them achieving significantly above average standards overall in English, particularly in reading. Pupils can select key points in texts and use deduction well to identify which books they will go on to next. Their enjoyment of reading is striking.
- Parents and carers expressed a high level of satisfaction in the progress their children make and are appreciative of the efforts the school makes to involve them in their children's learning.
- Disabled pupils and those who have special educational needs make good progress. This stems from the high priority the school gives to meeting their needs.
- Pupils make good progress in all subjects. The quality of the art work on display, and pupils' understanding in discussion of different artists, were impressive.
- For the group in the special class, the way they are integrated for activities across the school ensures consistent and good-quality help from well-qualified teaching assistants wherever it is needed. As a result, those pupils whose circumstances may make them particularly vulnerable make good progress. Any gaps in performance between them and their peers are closed effectively.

The quality of teaching is good

- The teaching observed on the inspection was never less than good, and occasionally outstanding. This confirmed the clear strengths in teaching over time that have led to pupils making consistently good progress.
- In all lessons observed, there were strong elements that helped pupils to make good progress. In the large majority of cases, teachers set out clear objectives and sessions were very well managed.
- Pupils experience a good mix of listening to the teacher, responding to questions and opportunities to discuss their work among themselves. This experience, along with excellent strategies to manage pupils' behaviour, means that pupils are attentive and display outstanding attitudes to learning.
- Assessment procedures to check pupils' progress are thorough and have improved markedly since the previous inspection. However, occasionally teachers do not use this mine of information to focus the curriculum on activities that consistently meet pupils' differing interests and needs. As a result, although teaching is good overall, there are aspects of the curriculum that have still to become embedded in some classes in order for pupils to make even better progress.
- The variety of activities and the opportunities for pupils to make their own, well-defined choices in the best lessons were outstanding. When implemented with this enthusiasm, the curriculum provides effective opportunities for pupils' all-round development. For example, in an outstanding English lesson in the Years 5/6 class, pupils were consistently challenged to

use the most effective words in their descriptions and thoroughly enjoyed reading their selections out loud and supporting each other.

- Throughout the school, there are very positive relationships between staff and pupils that contribute to the outstandingly supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is positive and caring.
- The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and social development. The school works effectively in partnership with a number of agencies to meet pupils' needs. For pupils in the special class, teachers make very careful links with other schools to ensure continuity and maximum development of essential skills as they mature.

The behaviour and safety of pupils

are outstanding

- The behaviour of pupils in class and around the school is outstanding and all evidence shows that this is typical over time. Pupils are aware of different types of bullying but say there is none of any description in the school as they all 'like being at school together'.
- Pupils are confident that if any issues or concerns around bullying did arise, they would be dealt with swiftly and sensitively. One older pupil said that being 'Buddies' means there is always someone 'looking out for you'.
- Parents and carers spoken to said that standards of behaviour in the school are high and, without exception, they agreed that their children are kept very safe at all times.
- Throughout the school, pupils are enthusiastic learners. Pupils' high attendance is testament to their thorough enjoyment of school and all it offers. The school has devised a curriculum that promotes pupils' spiritual, moral, social and cultural development exceptionally well and includes plenty of opportunity for pupils to work cooperatively with others.
- Pupils acquire an excellent awareness of how to keep themselves and others safe. Pupils were keen to show how much they enjoy the responsibility of the school council or being 'Buddies'. The school council is justifiably proud of the input it has made to influence changes.
- Pupils are conscientious and learn how to help others less fortunate than themselves. They understand the value of relationships that are based on trust, honesty and respect and exemplify those qualities in daily school life.

The leadership and management

are good

- The headteacher and staff know the school's strengths and what needs to be refined further very well. Their careful monitoring and clear self-evaluation, and their implementation of initiatives, have kept the school moving forward well for the last two years and have contributed to pupils' consistently good progress.
- Leaders are strongly committed to the continuing professional development of all staff and ensure that it is closely related to the school's development planning. Documentation is impressive and their evaluation of all staff's contribution to the school's work is honest and accurate, ensuring that teaching continues to improve.
- The school enjoys excellent relationships with all parents and carers. The contribution of the Friends of the School Association is outstanding and much appreciated. Their recent donation of over £15,000 has enabled the school to update their computer provision and more effectively integrate pupils' skills in the new technology across the curriculum.
- The school's promotion of pupils' spiritual, moral, social and cultural development is excellent, contributing to pupils' consistently outstanding behaviour. For example, the care and support from the teachers in the special class that enables the excellent relationships of their pupils with all other pupils are exemplary.
- The good curriculum focuses on key areas of learning, although cross-curricular links to excite pupils' interest fully are not always evident in some planning. The range of extra-curricular clubs is clearly enjoyed by the pupils.

- The Early Years classroom area is very well resourced and organised. Children thoroughly enjoy learning in the outside area, where activities are carefully enhanced by the use of rich language, such as signs and questions, and by linking the tasks carefully to those taking place indoors. This good practice continues right through the school.
- Rigorous attention is paid by managers at all levels to ensure the good quality of safeguarding and care for the pupils. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very safe and supportive place to be. The senior managers, supported well by all staff, are effective in tackling discrimination should it occur and in ensuring equality of opportunity for all pupils and across all aspects of the school's work.
- The local authority has supported the school very effectively in the last two years since the headteacher was appointed. Its support of this good school is now the light touch of one visit a year.
- **The governance of the school:**
 - is fully involved in the school evaluation process, requesting explanations where necessary
 - visits the school regularly to speak with staff and is very supportive, but there are missed opportunities on governors' visits for governors to make a more effective contribution through their focused monitoring of initiatives and standards.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115915
Local authority	Hampshire
Inspection number	401544

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 of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Keith Akerman
Headteacher	Jacqueline Persson
Date of previous school inspection	11–12 November 2009
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