

Fingringhoe Church of England Voluntary Aided Primary School

Church Road, Fingringhoe, Colchester, CO5 7BN

Inspection dates 17–18 December 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The rate of pupils' progress through the school is not good because the quality of teaching varies too much.
- Pupils do not achieve well enough in mathematics. Many pupils have gaps in their basic numerical knowledge and are not able to go on to more advanced work.
- Pupils do not have enough opportunities to practise numeracy skills in real-life situations to deepen their understanding. Teachers do not all apply the school's calculations policy in the same way, so pupils can be confused.
- The school does not use information about pupils' progress sufficiently to make sure each pupil is making at least good progress.
- More-able pupils are not making the faster progress they should because some tasks they are given do not have enough challenge to make them think deeply, or use what they already know to solve new problems.
- Teachers do not ask enough probing questions to make pupils think deeply. Sometimes teachers predetermine the response they are expecting and miss opportunities provided by pupils' answers to improve their understanding.
- While they have begun to improve the quality of teaching, the headteacher and governors have not yet made sure it is consistently good so pupils' achievement and standards rise rapidly.

The school has the following strengths

- Reading standards are good because pupils practise every day and teaching is stronger in this subject.
- The school is a very happy and harmonious community where pupils are nurtured. Pupils have a genuine voice in their school.
- Pupils say they feel safe in school and well cared for.
- Disabled pupils and those who have special educational needs achieve well.
- The vast majority of pupils consistently demonstrate very positive attitudes to their learning and their behaviour is good.
- The headteacher and governors have a good understanding of what improvement is needed and changes already made are beginning to take effect.

Information about this inspection

- The inspector observed seven lessons. All were shared with the headteacher.
- The inspector made other visits to classes, looked at pupils' workbooks and listened to pupils reading.
- Discussions were held with pupils, the headteacher, other staff, governors and a representative of the local authority.
- The inspector took account of the 16 responses to the online questionnaire, Parent View. He also considered the 35 responses to the school's own questionnaire sent out by governors in November 2013. The responses to 10 staff questionnaires were also considered.
- The inspector observed the school's work and looked at a number of documents, including: the school's own information on pupils' progress; planning and monitoring documentation; the school's view of its own performance; records of how the school uses its funding, especially how the money from the pupil premium is spent; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Robert Greatrex, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- The vast majority of pupils are White British.
- The proportion of pupils supported by the pupil premium (the extra government funding for pupils looked after by the local authority, those known to be eligible for free school meals and some other groups) is low.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- Pupils are taught in four classes, each with mixed-age groups. Year 1 is taught in two classes.
- The school runs an after-school club.
- There were too few pupils in Year 6 in 2013 to make a reliable judgement on whether the school reaches the government's current floor standards (the minimal expectations for pupils' progress and attainment).

What does the school need to do to improve further?

- Improve the quality of teaching to be at least good by making sure that:
 - existing good practice is shared more widely in the school to make teaching consistently good
 - teachers and additional adults regularly use pupils' responses to probe and extend learning.
- Raise the achievement and standards of more-able pupils by:
 - planning learning in lessons more closely matched to these pupils' attainment levels so they build on what they already know and the pace of learning is brisk
 - regularly including opportunities in lessons that give these pupils scope to challenge and think for themselves.
- Raise achievement and standards in mathematics by:
 - ensuring learning over time fully builds and develops pupils' knowledge and understanding of key skills, particularly calculation, so they make better progress
 - giving pupils more opportunities to practise and use numeracy skills in other subjects and real-life and relevant activities
 - ensuring all teachers and additional adults understand and apply the school's calculations policy in the same way.
- Improve leadership and management by making sure that school leaders and governors:
 - use information about pupils' progress as a tool to ensure all pupils make the progress of which they are capable, and that for more-able pupils this is a faster rate
 - ensure the management structure supports high-quality teaching to increase the rate of change and, thereby, raise attainment.

Inspection judgements

The achievement of pupils requires improvement

- The rate of pupils' progress is not good, particularly that of the more-able pupils. Standards in mathematics are still lagging behind and are a priority for improvement.
- Children start school in Reception with a very wide range of skills and experiences, but are broadly as expected at this age. They make steady progress through the year and enter Year 1 with broadly average attainment across all areas.
- Through the school, pupils generally make progress at the nationally expected rate, although progress varies between classes because the impact of teaching varies too much. Small cohorts make year-on-year comparison difficult, but in general they leave Year 6 with average levels of attainment. The proportion reaching the higher levels is low in mathematics and writing.
- Standards in mathematics are relatively low. This is because gaps in pupils' knowledge mean they do not have sufficient grasp of basic subject knowledge and understanding to succeed. As a result, although they have the intellectual capacity to work out how to solve a problem, many cannot calculate the answer accurately. Lessons are not routinely followed up with tasks related to everyday problems, across all subjects, so pupils do not learn how to apply numeracy skills to real-life situations.
- The more-able often reach average rather than above-average levels. The learning activities they are given do not always build closely on what they have already achieved, so time is lost in repetition. Few activities fire their interest by challenging them to use what they know already to solve an interesting problem.
- Reading standards are good. How letters link to the sounds they make (phonics) is taught well so results in the Year 1 screening in 2012 were slightly above average. The very high proportion of Year 2 pupils retaking the test did very well, showing they had the necessary skills and the more recent guidance given has been very successful – prompted by leaders' positive action. Reading every day, too, plays a part in the good progress made.
- Writing standards are improving. The teaching of key skills of spelling, punctuation and grammar has improved. A clear link is made between one week of direct teaching of these skills and practising them in extended writing a few weeks later to check pupils have understood and to reinforce their learning.
- Over time, there has been an emphasis on making sure as many pupils as possible reach the level expected for their age. Teaching and adult support have been focused on this priority. As a result, in Year 2, for example, most pupils reach the expected level but very few exceed it.
- Disabled pupils and those who have special educational needs achieve well because the school's nurturing approach gives them the confidence to tackle the work they are given. Teaching assistants give very good support.
- There were not enough Year 6 pupils in 2013 or 2012 known to be eligible for pupil premium funding to comment on their attainment without identifying them. Through the school, they reach levels in English and mathematics similar to those of their peers.

The quality of teaching requires improvement

- The quality of teaching has improved, but not enough is strong enough to promote good achievement, particularly in mathematics and for the more-able pupils.
- Teachers do not all share a common approach to teaching basic mathematics. For example, they do not all teach calculation in the same way, which confuses some pupils.
- In some lessons, the more-able pupils learn at a slower rate than their capabilities could manage. Sometimes it is clear they have understood the topic, but they are often left to spend too long practising what they already understand instead of moving to harder work.
- Sometimes the tasks pupils are given in lessons are very straight forward with only one likely outcome and little opportunity for deeper thinking. This practice inhibits pupils' progress and achievement – particularly that of the more-able.
- Teachers rarely ask a supplementary question to check pupils have understood, or probe to extend their thinking. Sometimes teachers seize on the answer they are expecting, and when a different answer offers an opportunity to deepen understanding or check learning, that opportunity is often missed.
- Throughout the school, pockets of good teaching exist. However, this good practice is not sufficiently shared across the school so that all teaching improves and pupils benefit from it.
- Relationships between staff and pupils are very positive and fundamental to the successful learning seen during the inspection. They enjoy working together and, consequently, pupils are well motivated to learn.
- In Reception, clear routines are established. The mix of child and adult-led activities is well balanced and pupils learn well when following the example of the Year 1 pupils.
- Pupils say they like to know what they have to aim for and they find it useful to be involved in discussion which determines what would be a good outcome. They particularly like being involved in writing down the aims of the lesson, because this helps them understand how they can judge how well they are doing. They find the targets in their books helpful, and often refer to them.
- Teaching assistants make a very positive contribution, whether working with individuals, small groups or the whole class. They are particularly skilled at knowing when to guide and encourage, and when to step back and give pupils the opportunity to try for themselves.

The behaviour and safety of pupils are good

- The vast majority of pupils behave very well. The very few who struggle to manage their own behaviour receive good support from staff so they succeed in working cooperatively.
- Right from Reception, attitudes to learning are very positive. Pupils have a strong motivation to learn and take joy from their accomplishments. When given opportunities to work together, they collaborate very well. They listen to one another, share their views and present well-reasoned answers.

- The school provides a very caring and nurturing community within a clear set of values in the belief that only when pupils feel happy and secure will they thrive. Care is equally strong in the after-school club.
- Pupils have a good understanding of safety. They know how to keep themselves safe when using the internet, and can identify potential hazards around them.
- Pupils' spiritual, moral, social and cultural development is well supported. They are very considerate of those less fortunate than themselves and regularly raise funds to help.
- Attendance is broadly average and punctuality good. Pupils say they enjoy school and look forward to seeing their friends again after weekends and holidays.
- Pupils appreciate knowing about their school, and how adults intend improving it. Each year, a 'child-friendly' version of the school improvement plan is explained to them. Governors meet with them, too, to seek their views about the school.

The leadership and management

requires improvement

- The improvements since the previous inspection have not yet had enough impact on teaching and achievement. The school has struggled to provide good teaching in every class. As a result, mathematics levels are still too low and progress is not quick enough, particularly for the more-able.
- The school gathers and collates information about pupils' progress. However, neither teachers nor headteacher use the information sufficiently to check every pupil is doing as well as they can.
- Leadership of Reception matches that in the rest of the school. However, the school is not clear enough about children's levels to gauge progress accurately and, thereby, ensure all make good gains.
- The headteacher has carried a very heavy teaching load since the previous inspection. Consequently, she has not been able to monitor teaching across the school sufficiently to ensure it is consistently good to ensure pupils' better progress and achievement.
- The staffing structure has improved recently. Both English and mathematics are now well led so that clear action plans explain the way forward. Staff morale is good; there is a sense of optimism that changes made are working.
- Monitoring has been insufficient to ensure full coverage, particularly in mathematics. This difficulty has been largely resolved but school leaders have identified concerns about whether Year 1 pupils in both classes receive similar experiences so there are no gaps in learning.
- The curriculum is generally helpful to students' learning. Pupils say they enjoy learning in the outdoor classroom. However, the activities described as 'independent learning' do not all meet the aim of allowing pupils to make decisions about their own learning.
- The new national funding for sport is spent on experts to teach pupils activities that are new to them – squash is planned for. As yet, no training for staff has occurred and how the impact will be measured is undecided.

- Parents work closely with the school and are keen to help in any way they can. They are broadly positive about the school, but keen to see it move forward quickly.
- The partnership with other local schools is good. Staff benefit from training together. Pupils, too, have opportunities to work with others – a particularly valuable opportunity for this small school. The school has partnerships overseas and pupils benefit from links that give them a sense of everyday life in other societies.
- Support from the local authority is now closely tailored to the school’s priorities. School leaders are receiving better support to raise standards.

■ **The governance of the school:**

- The governing body clearly understands the school’s strengths and areas to improve. Governors’ skills are linked effectively to their responsibilities to maximise the benefit to the school. They are regularly in school and their first-hand knowledge helps them to check how the school is doing and hold leaders to account. They understand how to use information about pupils’ progress to monitor the school, but do not always analyse it closely enough to check how every identifiable group is achieving. However, they are meticulous in checking that pupil premium funding is making a difference to eligible pupils across the year groups. Governors recognise the part they need to play in raising standards and have further training planned to support this. Funds are used prudently, for example they are always allocated closely to priorities on the improvement plan. Pay is linked to teachers’ performance in enabling pupils to make progress. Governors know what the quality of teaching is and are working closely with the headteacher to improve it to good as quickly as possible. Safeguarding and other legal requirements are met.

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	115139
Local authority	Essex
Inspection number	428853

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair	Malcolm Kimmance
Headteacher	Julia Longman
Date of previous school inspection	19 March 2012
Telephone number	01206 729266
Fax number	01206 729266
Email address	admin@fingringhoe.essex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

