



Tiptoe Primary School

Inspection Report

Unique Reference Number 115915
Local Authority Hampshire
Inspection number 290365
Inspection dates 27–28 November 2006
Reporting inspector Anthony Green

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

Type of school	Primary	School address	Wootton Road
School category	Community		Tiptoe
Age range of pupils	4–11		Lymington SO41 6FU
Gender of pupils	Mixed	Telephone number	01590682375
Number on roll (school)	118	Fax number	01590682375
Appropriate authority	The governing body	Chair	Mrs Adrienne Pye
		Headteacher	Mrs Wendy Littlefair
Date of previous school inspection	7 October 2002		

Age group 4–11	Inspection dates 27–28 November 2006	Inspection number 290365
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Tiptoe Primary is a smaller than average school serving the village of the same name. The majority of pupils are White British. None speak English as an additional language. The number of pupils with learning difficulties and disabilities in mainstream education is below average. The school has an attached unit for pupils with severe learning difficulties, aged 7 to 11. These pupils come from a wider catchment area. The proportion of pupils eligible for free school meals is below average. All pupils are grouped in mixed aged classes. During 2004 to 2005 there was a period of staff turbulence.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Tiptoe Primary is a satisfactory, but rapidly improving, school that provides a sound education. In the years 2004 and 2005 the school went through a period of exceptional staff turbulence with a change of headteacher, changes to the majority of the governing body, including the chair of governors, and changes in teachers. All these factors had a detrimental affect on pupils' learning. Although assessment results in 2005 for seven-year-olds remained average, national test results for eleven-year-olds showed an overall decline compared to the previous year. The plans that were put into place led to an improvement in leadership. This, and the good support of a new and well informed governing body and staff stability, is now making a positive impact on teaching and learning and standards are rising. In 2006, the standards reached by pupils in Year 6 in national tests were above average in English and science but average in mathematics. This was good improvement on the previous year. Although achievement overall was satisfactory, standards are still not high enough in mathematics. The quality of teaching is satisfactory overall but good in Years 5 and 6, where pupils make good progress. Teaching in Years 1 to 4 is satisfactory and pupils make satisfactory progress. Teaching in the Reception class is good and children make good progress. By the time they start Year 1 they are reaching the expected levels for their age.

Now that overall staffing is stable, strong teamwork and a shared desire to improve is creating a positive atmosphere where pupils want to learn. Pupils collaborate well and are learning skills which will equip them for their future. They know how to stay safe and have many opportunities to take responsibility. One pupil said and;quot;Everybody has a friend, we're all friendly.and;quot; Year 6 pupils have been trained as and;quot;Buddiesand;quot; and take their responsibilities seriously. Pupils in the attached unit known as Class 5 are integrated wherever possible into the life of the school. This has a very beneficial effect not only on their social, emotional and academic progress but also on the personal development of all pupils in the school. Pupils understand the need for a healthy life style and speak enthusiastically about school lunches or the need for a healthy packed lunch.

The curriculum is broad and enriched by many visits and visitors. The school is rightly focusing on raising standards in mathematics and also the development of writing in other curriculum subjects. The outstanding range of extra curricular activities adds to their enjoyment of school. The majority of the parents are very supportive of the school. One parent rightly observed and;quot;there are so many clubs and extras. They are so good.and;quot;

The headteacher provides clear direction for the school. She knows how well the school is doing and has taken appropriate action to seek improvements. The governing body brings a wide range of experience and skills to the school, which is also supporting rapid improvement.

What the school should do to improve further

- Raise standards in mathematics, especially for higher attaining pupils
- Increase the opportunities for developing writing across the curriculum
- Raise the quality of teaching and learning so that it is consistently good or better

Achievement and standards

Grade: 3

The achievement of pupils, including those with learning difficulties and disabilities is satisfactory. The achievement of pupils in Class 5 is good. Children enter reception with skills that are generally in line with expectations though above in personal, social and physical development. They make good progress in the six areas of development and are well prepared for entry into Year 1. Most achieve the early learning goals expected for five-year-olds.

In Years 1 and 2 pupils make satisfactory progress as a result of satisfactory teaching. National assessment results for seven-year-olds in reading, writing and mathematics in 2006 were average overall, though writing for higher achieving pupils was a weakness.

In Years 3 to 6, the difference in the number of pupils in each year group, plus the additional influence on results of the pupils in Class 5, means that standards vary from year to year. In 2005 there was a significant decline in achievement and standards in mathematics and science due to the additional factors of teacher mobility and assessment not being used appropriately. Stability in staff and improvements in assessment led to improved results in 2006. Achievement was good in English and science and satisfactory in mathematics. The number of pupils achieving higher Level 5 results in English and science was above average but average in mathematics. The school's comprehensive tracking and analysis of data show this upward trend is continuing.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good and a strength of the school. Reception children settle happily, which supports their good progress. Pupils throughout the school are considerate to one another and behave well. They enjoy learning and are eager to talk about their work. They develop a good understanding of how to lead safe and healthy lifestyles. They enjoy the dinners cooked on the premises or bring healthy packed lunches. The "top table" at lunch times, where pupils sit as a reward for good behaviour, is seen as an important social event and highly valued by all pupils.

Pupils' spiritual, moral, social and cultural development is good. In the playground and around the school older pupils support younger ones. Pupils make a positive contribution to the school community. One pupil commented "We don't have rules, we have responsibilities and rights." The school council has discussed

improvements to the toilets and how money raised for charity and from the school fund should be allocated. Through visits and visitors pupils are developing a good understanding of their own culture and a satisfactory understanding of life in a multicultural society. The school recognises that preparing pupils for life in a multicultural society is an area for further development.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall but with good elements. As a result pupils' progress is satisfactory. Teachers have a strong commitment to their pupils, work hard and manage behaviour and relationships well in lessons. Teaching in the Foundation Stage is good and ensures pupils have a good start to their education. Teaching in Years 5 and 6 is good. However, teaching across the school is not consistent. Not all teachers plan work sufficiently well to meet the needs of different ability groups to ensure that all progress at a faster rate. The quality of marking is satisfactory overall but varies from class to class and does not always guide pupils to their next stage of learning.

Curriculum and other activities

Grade: 3

The curriculum for the Foundation Stage is good. Good planning, teaching and support means that children get off to a good start, especially in their personal and social development. Since the previous inspection there has been good improvement to the outside space for the reception class and in outdoor resources.

Although the curriculum for Years 1 to 6 is satisfactory, the school is aware that there is a need for further developments in mathematics to meet the needs of all pupils and also to increase opportunities for writing. The school's good emphasis on personal, social and health education has led to the good personal development and well-being of pupils. New technology has been introduced with all classes having an interactive whiteboard, which add to the impact of lessons, and access to new computers. There is an outstanding range of extra-curricular activities. Participation rates are very good. A residential visit for Years 5 and 6 also supports pupils' social and personal development as well as their academic work.

Care, guidance and support

Grade: 2

Care, guidance and support are good. One parent wrote and;quot;the school system of allowing the parents to discuss small issues with the class teacher every morning or making an appointment to discuss more serious issues is excellent.and;quot; This is echoed by the majority of parents. Teaching assistants, including an assistant employed to support the emotional development of pupils, give good support and

work effectively to ensure that pupils with learning difficulties and disabilities, and those with severe learning difficulties, make good progress. Good links have been made with outside agencies to support pupils learning. Procedures for ensuring the protection, safety and well-being of pupils are good. Teachers set targets to help pupils improve in their work. However, pupils are not always sufficiently clear about how these targets will help.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Since September 2005 leadership has improved significantly. The headteacher is giving good and effective leadership and is well supported by a hardworking group of teachers. All teachers are leading two or more subjects. This means that as part of the school improvement plan, they have to prioritise which subjects are given a higher focus for development each year. The quality of leadership and management in the Reception class is good. Some subject leaders are new to their leadership role. Class 5 is well led and managed by a temporary, part-time, teacher. She is ably supported by her colleagues. As a result, Class 5 pupils make good progress against very specific targets.

Systems to monitor and evaluate subjects are now in place and this is beginning to have a positive impact on standards and the achievement of pupils. All teachers have been observed teaching and provided with clear guidance. This has led to an improvement in teaching and learning. The school's self-evaluation is good and so the school's improvement plan is focused on the correct priorities. It has been prepared in consultation with all staff and governors and is helping to guide the work of the school in meeting its challenging targets.

Governors are very supportive and take an active interest in the school. They hold the school to account through well focused debates. The recent improvements in leadership and management, teaching and standards show that the school has a good capacity for further improvement.

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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

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	2

Personal development and well-being

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	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

Thank you for your friendly welcome when I visited your school on the 27th and 28th November. I enjoyed talking to so many of you and hearing about your work. I think that you are getting a sound education. Your school is working hard to make it better than this.

I was impressed by the way that you all get on well together and how much you enjoy school. Many older pupils take responsibility for helping others and I think the and;quot;Buddy Cluband;quot; shows how much you care for each other. Your teachers give you lots of opportunity to attend an outstanding number of clubs and activities after school.

There are some things that could be even better. I have asked your teachers to help you improve your mathematics, so that it is as good as your English and science. I have also asked that you are given more opportunities to develop your writing in as many subjects as possible. Finally, I have asked that your teachers make all the teaching in the school as good as the best lessons I saw.

I wish you well in all that you do in the school year and thank you again for making me feel so welcome.

Anthony Green

Lead inspector