

Tiptoe Primary School

Inspection report

Unique Reference Number	115915
Local Authority	Hampshire
Inspection number	338682
Inspection dates	11–12 November 2009
Reporting inspector	Michael Pye

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	113
Appropriate authority	The governing body
Chair	Keith Akerman
Headteacher	Jane Bundy
Date of previous school inspection	7 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and held meetings with governors, staff, pupils, parents and a representative of the local authority. They observed the school's work and looked at a range of documentation, including data relating to pupils' progress and standards, curriculum and lesson planning, and policies relating to health and safety and pupils' welfare. The team also looked at 77 questionnaires that were returned by parents.

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

- how well pupils are currently progressing and what is the impact of school actions aimed at improving writing, and the performance of high attaining pupils and boys
- the quality of teaching and learning and whether teaching ensures that all groups of pupils progress as well as they can
- the extent to which the curriculum meets the needs of all pupils
- how effectively leaders, at all levels, monitor and evaluate the work of the school.

Information about the school

The pupils in this smaller than average primary school come from a predominantly White British background. No pupils speak English as a second language. The number of pupils entitled to free school meals is well below average. The number of pupils with learning difficulties and/or disabilities is above average. Seven pupils with severe learning difficulties attend an attached unit. They come from a wide catchment area. The school provides for the Early Years Foundation Stage in a mixed Year 1 and Reception class.

During this term, an acting headteacher is currently in place. A new permanent headteacher has been appointed for January 2010.

The school has been awarded an Activemark.

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

The school provides a satisfactory education for its pupils. The majority of parents agree that their child enjoys school. This is backed up by the pupils who speak of lessons being 'fun' and people being 'friendly'.

The school's focus on improving mathematics and literacy is improving standards. In the 2009 national tests, the unvalidated results show that attainment was average overall. This constitutes sound progress for these pupils, including boys, although writing remains a weaker aspect. Overall, pupils are satisfactorily prepared for the next stage in their education.

Teaching and learning are satisfactory but inconsistencies in practice slow pupils' progress. Relationships are positive in lessons and pupils want to do well. Teachers plan work for different abilities but often identify tasks rather than emphasise the different learning expected of groups of pupils. There has been insufficient training for teachers in how to interpret and use assessment data for planning and, in particular, to raise attainment in pupils' writing. Teachers mark pupils' work regularly and assess their achievement. However, there are too few points in the year where pupils' progress is reviewed by senior managers so that interventions can be identified to support those pupils who are at risk of underachievement, including pupils with special educational needs who are not likely to meet their targets.

Pupils tell of feeling very safe, that their views are respected by adults and that they know whom to go to if they have a problem. Their behaviour is good. The school rightly prides itself on the pastoral care provided for pupils and their families, but acknowledges that it must improve the quality and effectiveness of school-parent communication, particularly by providing guidance on how parents can support their child's learning. The school has a focus on improving creativity in the curriculum and making links between subjects and this is having a positive impact on pupils' motivation. However, curriculum planning does not show how pupils should be developing their skills or how it supports their literacy and numeracy skills, and this hampers their progress. Some good themes such as Indian week help motivate pupils and add to their enjoyment but multicultural experiences are not sufficiently integrated in the curriculum. Consequently pupils' understanding of life in modern Britain and elsewhere is underdeveloped.

Robust monitoring and evaluation by the acting headteacher have ensured that highly appropriate improvement plans are in place. In mathematics, English, science and information and communication technology (ICT), appropriate monitoring is leading to improvement. However, some subject leaders lack expertise in monitoring effectively the quality of provision in their area of responsibility. Nevertheless, there is satisfactory

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capacity for further improvement as shown in the growing emphasis on investigation and problem-solving in lessons which is motivating pupils and speeding up their progress, rising standards in ICT and improved pupils' skills in reading.

What does the school need to do to improve further?

- Improve the knowledge and skills of subject managers so as to ensure:
 - a more consistent and rigorous approach to the monitoring of teaching
 - that assessment data is analysed more thoroughly and identifies the relative progress of different pupil groups
 - that curriculum planning in their subjects addresses the needs of all pupils.
- Improve the quality of teaching, particularly of writing, through:
 - raising teachers' ability to interpret and use assessment data so that they set work that consistently challenges pupils of different abilities and helps pupils with special educational needs to meet their targets
 - ensuring teachers have a secure knowledge of what is required for each level of attainment particularly in writing
 - the implementation of a rigorous pupil tracking system which enables teachers to more easily identify, and plan for, meeting the needs of all pupil groups.
- Ensure that the curriculum meets the needs of all pupils by:
 - ensuring planning clearly identifies how pupils should be developing their skills
 - more clearly identifying how all subjects support and reinforce pupils' literacy and numeracy skills
 - developing a more consistently multicultural approach.

Outcomes for individuals and groups of pupils**3**

Pupils respond well in lessons when their independence is encouraged. For example, in a literacy lesson, the pupils enjoyed the challenge of independently writing instructions for making pumpkin soup. In a Year 5/Year 6 mathematics lesson, progress was similarly good because the tasks met the needs of individual pupils well.

In the assessments at the end of Year 2 in 2008, standards were well above average, but at the end Year 6, they were below average, particularly for higher attaining pupils in science and mathematics. Pupils' current attainment is average and they progress satisfactorily, reflecting the improved quality of teaching and changes to the curriculum. However, the impact of changes has not had time to fully embed, particularly in writing where opportunities for pupils to practise their skills are not yet being seen in improved standards. While some pupils with special educational needs make good progress, this is not the case for all, particularly where work provided for them is not closely linked to the targets in their individual education plans.

The Active Mark award has had a positive effect, with pupils telling of enjoying their

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sport. They know about healthy eating, but do not practise it consistently enough. Pupils make a sound contribution to their community, for example during the harvest festival and in their work as school councillors. Pupils know what is expected of them and socialise well together. Their cultural development is well encouraged through such activities as art and music. However, their understanding of the United Kingdom as a multicultural society is underdeveloped.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Whilst teaching and learning are satisfactory, there is not enough good teaching to ensure all pupils make consistent progress. Assessment systems are not efficient enough to make data on the progress of different pupil groups readily accessible for teachers. This, together with the need for further training, results in planning that does not always provide appropriate challenges for different groups of pupils, particularly high attainers. In some lessons, teachers' expectations are high, and pupils are challenged by open-ended activities. In most lessons, good management of pupils minimises interruptions to lessons and the consistent use of interactive whiteboards helps add pace

¹ 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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to lessons. Homework is set but does not frequently enough provide opportunities for independent research. Teachers mark books regularly and pupils benefit well from some very supportive comments. However, pupils are not always reminded of their learning targets, and teachers infrequently model correct working in mathematics or clearly show pupils how to improve their work.

The curriculum is enhanced by visits and visitors and good use is made of the locality, for example pupils learn about the seaside and visit local museums. The school has begun to develop a more creative curriculum by linking subjects together so that pupils can reinforce their knowledge in different contexts although it does not yet plan for the consistent development of pupils' skills, including literacy and numeracy. Whole-school projects, such as one on the New Forest, contribute well to pupils' enjoyment, and their emotional, social and personal needs are well catered for by the personal education programme.

Care, guidance and support for pupils are satisfactory. The welfare and pastoral needs of pupils are well prioritised. Secure links with external agencies benefit pupils, and the school fulfils its care obligations to vulnerable pupils. Aspects of the provision for pupils with special educational needs are in need of further development, particularly in the quality of pupils' targets in their individual education plans, and opportunities to integrate pupils from the Special Needs Unit are missed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The acting headteacher has made good progress in developing ambition and promoting improvements. Staff questionnaires support this and show a commitment to change. Monitoring and evaluation, including those of teaching, by the acting headteacher have contributed well to school development. A good transition plan has been identified for the change of headteachers in January. Management arrangements do not sufficiently identify and develop the role of middle or subject managers. Some managers monitor through lesson observations, work scrutiny and planning, but elsewhere this is less secure. Appropriate development planning is consequently inconsistent, and resource renewal becomes overlooked. Arrangements for the professional development of teachers are not always well matched to the school's development needs. Hence the skills of accurately analysing assessment data and pupils' levels of work are underdeveloped for some teachers and managers. A further consequence is that

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opportunities to identify where things need improving are missed.

Partnerships beyond the school benefit pupils well. For example, the Jigsaw counselling arrangement and the developing partnership with the local children's centre benefit pupils and their families well. Pupils from the Special Needs Unit enjoyed the experience of a visit to the local market. While discrimination is not tolerated, the limitations of the whole-school assessment system means that leaders and managers are not easily able to assess whether all groups of pupils are making consistently good and equal progress. Safeguarding arrangements are satisfactory and all adults undergo the necessary security checks on appointment. Governors bring a range of expertise that benefits the school. They raise challenging questions of the school, relating to academic standards and other matters. In some areas, such as developing an annual calendar of tasks, they are less rigorous. The school recognises the need to extend its work on community cohesion, which is satisfactory overall, to the national and international level.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The school provides a satisfactory education for these children. There are some good aspects to its work. The new manager has introduced a helpful colour-coding system that aids the tracking of children's progress. Thorough approaches to the induction of new children include home visits as required. The children settle quickly to work and many make good progress in aspects of their personal development. They welcome visitors and are eager to show their work, for example, the tigers they had drawn and painted, some with very appropriate-sized whiskers! The teaching assistant and parent

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helpers work proactively with the children promoting speaking and listening skills well. There are some opportunities for children to practise their writing in the outdoor area. However, opportunities are missed to motivate children to write, especially boys, in areas such as the outdoor ticket office. This is partly the result of the planning format which lists activities but does not link them to the learning that is expected. Children enter the Early Years Foundation Stage with the skills and knowledge expected of their age. Satisfactory and some good teaching means they make sound progress and most meet, or exceed, the learning goals by the time they leave Reception. New resources have been purchased; the pupils excitedly played on new bicycles. However, the décor requires refreshing and the external area has no easy access to larger climbing equipment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents are happy with the school overall. However, on some crucial points, there is a degree of dissatisfaction. A number of parents who returned questionnaires were not totally happy with the quality of teaching, the rate of pupils' progress and the leadership and management of the school. The inspection team looked closely at these points and have some agreement with parents. While they thought that some managers had shortcomings with regard to their professional development, many parents praised the work of the acting headteacher. The school acknowledges that some links with parents have, in recent times, been strained, and it is working hard to improve communications.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tiptoe Primary 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 113 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	40	40	52	4	5	1	1
The school keeps my child safe	40	52	30	39	1	1	4	5
The school informs me about my child's progress	24	31	36	47	13	17	4	5
My child is making enough progress at this school	19	25	36	47	14	18	5	6
The teaching is good at this school	17	22	35	45	12	16	4	5
The school helps me to support my child's learning	22	29	32	42	15	19	3	4
The school helps my child to have a healthy lifestyle	21	27	50	65	3	4	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)	15	19	40	52	10	13	4	5
The school meets my child's particular needs	21	27	37	48	17	22	2	3
The school deals effectively with unacceptable behaviour	17	22	36	47	10	13	4	5
The school takes account of my suggestions and concerns	17	22	33	43	12	16	9	12
The school is led and managed effectively	12	16	30	39	16	21	12	16
Overall, I am happy with my child's experience at this school	25	32	38	49	11	14	3	4

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



13 November 2009

Dear Pupils

Inspection of Tiptoes Primary School, Lymington SO41 6FU

Thank you all for making us so welcome during our recent visit and particular thanks to those groups of pupils who met with me. We listened carefully to what you told us about your school, and judge that yours is a satisfactory school. That means that it does some things well and in other areas it could do better.

We particularly liked the way you behave well and have a good attitude to work. From an early age in Reception, you are welcoming, want to talk and you are polite. You also told us that you like your school, that most lessons are 'fun' and you like trips, like the ones to the museums. We also liked the way the school has made links with places outside which help you make progress in your learning.

You make the progress expected of pupils your age. By the time you leave at the end of Year 6, the standard of your mathematics, science and English is as expected. We have asked the school to do three main things to help you all progress even faster. Firstly, to make sure that all your lessons are good and secondly, that the adults test you more regularly and make sure that the information they get helps them plan work that challenges all of you. Finally, the school is going to make some changes to what you are taught, so that your skills develop well and that you learn more about the lives and experiences of people from other places.

Thank you again for your help. By telling your teachers when you find the work too easy or too hard, you can also help the school get even better.

Yours sincerely

Michael Pye

Lead Inspector

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