

School:	Fingringhoe CE Primary School				
Reviewer	Graham Lancaster	Date:	25 th September 2018	Current OFSTED Grade	Good

SUMMARY

Fingringhoe Primary School presents as a securely good school in all respects. Leaders have ensured that the momentum of progress which had been established prior to the OFSTED inspection has continued. There is a strong sense of cohesive approaches to teaching and learning and to behaviour management throughout the school. All staff are highly motivated and work together as a close-knit team. Governors support and challenge very effectively. The partnership with parents is strong. Pupils enjoy being at school and are keen to learn. There have been significant improvements in their outcomes over the past three years. This is a vibrant learning community in which all pupils achieve well.

STRENGTHS

- The impact of the headteacher’s leadership and, increasingly, of all other leaders.
- The wide range of teaching and learning strategies which teachers are confident to employ.
- Securely established procedures for monitoring the effectiveness of teaching and learning, recognising strengths and following through areas for development.
- The partnership between teachers and teaching assistants within the classroom.
- High quality provision for every pupil as an individual.
- The breadth of the curriculum provided.
- The high aspirations of all leaders for the school.
- Securely established behaviour management strategies which are understood and accepted by all.
- The engagement of parents in their children’s learning and in the school as a whole.
- Relationships between pupils across the age range and their confidence in discussing their learning.
- Improving outcomes and pupil progress in the core subjects across the school.

AREAS FOR IMPROVEMENT

- Consolidate improvements in attainment and progress by maintaining the challenge for the more able, early identification of under-achievement and closely monitoring the impact of interventions – particularly on “cusp” pupils.
- Ensure the best use of areas of the learning environment to support pupil independence in their learning.
- Address pockets of weak spelling through forensic analysis, employing a range of intervention strategies.
- Periodically provide feedback to pupils in respect of the creative aspects of their writing and its impact on the reader as well as the grammatical accuracy.
- Carry through plans to introduce a skills ladder in non-core subjects and support teachers to plan for pupil progress in these subjects.
- Continue the effective strategies for improvement in mathematics.
- Ensure Christian distinctiveness and work in RE has an appropriate profile around the school.

PUPIL OUTCOMES

There is clear evidence of incremental improvements in pupil attainment and progress across the school.

THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Pupils are focussed on their learning and are able to work as individuals or co-operatively with their “neighbours”. There is a calm but industrious atmosphere in each room. One pupil described his new class as “very exciting, I am learning lots of new things”.

Teachers and teaching assistants work in an effective partnership, employing complementary approaches to one another. They make very good use of their time either in supporting individuals or a focus group. A range of strategies are effectively employed, including hot-seating, RUCSAC, Talk for Writing etc, all underpinned by the philosophy of Growth Mindset, the principles of which are embedded and demonstrated by both pupils and adults.

Pupil workbooks reflect the high expectations of teachers in terms of presentation and pupil progress. There is a strong focus on grammar and punctuation and on both securing basic number skills. Marking is a strength of the school. There is a consistent approach throughout the school. It is focussed clearly on the learning for that lesson and provides feedback and, where appropriate, a further challenge for pupils, which they complete.

Assessment is accurate, based on a good balance between summative and formative approaches. The progress of all pupils is tracked carefully and is discussed at regular pupil progress meetings with school leaders. Peer moderation also takes place on a regular basis.

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

There has been a demonstrable improvement in the effectiveness of the school since the appointment of the current headteacher. Within the constraints of a small school she has nurtured and shaped an effective team of staff who are fully committed to providing the very best educational experience for all pupils at Fingringhoe. In the words of one parent “she has worked wonders”. Pupils unanimously said “she’s great”. However, she and her team recognise that although much has been achieved the process of improvement is not complete. There is a collective sense of striving for even better, not just in academic achievement but also in the broader learning experience of every pupil.

Through effective coaching the strength in depth of leadership of the school has developed considerably since the last inspection. All teaching staff are leaders of at least one area of the curriculum. Significant improvements in provision for mathematics have been secured. Strategies to encourage parents to hear their pupils read at home have been very successful. Initiatives to enhance science, history, geography and PE have resulted in pupils learning from visitors to the school and through first-hand experience beyond the school walls.

Governors know their school exceptionally well. They bring a range of experience and skills to their role. They visit school frequently, both informally and within a monitoring structure. These visits and information from school leaders equips them to provide a high level of challenge as well as much appreciated support for the school.

Evidence was gathered through:

- Discussions with school leaders, governors, parents and pupils
- A learning walk through all classrooms
- Analysis of data