

Stoke Damerel Primary School

Collingwood Road, Stoke, Plymouth, PL1 5PA

Inspection dates 13–14 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The vast majority of pupils learn well and make good progress in reading, writing, English and mathematics.
- Since the last inspection achievement has improved considerably. An above-average proportion of pupils attain the expected Level 4. An above-average proportion are also attaining the higher Level 5, particularly in reading and mathematics.
- Pupils with special educational needs and those whose circumstances may make them vulnerable are making good progress so that their attainment is close to that of all pupils nationally.
- A large majority of teaching and learning is good. Expectations of what pupils can achieve are rising because most teachers are planning lessons that enable pupils to build well upon what they have learnt before.
- Behaviour and safety over time are good. Pupils are polite and courteous and have a good understanding of how to stay safe. The school is an orderly community.
- The school is improving rapidly under the strong leadership of the headteacher and effective governing body.
- Leaders have an accurate view of the school's strengths and weaknesses and use the information gained effectively to bring about school improvement.
- Clear revised roles have been set out for middle managers to involve them further in improving the school.
- Setting targets for teachers is used effectively to improve teaching.

It is not yet an outstanding school because

- In a few lessons (such as in Years 1 and 2) teachers do not make it clear enough to pupils what it is they are expected to learn by the end of the lesson, especially in writing.
- Teachers do not always set precise enough longer-term targets for improvement. This limits the opportunity to improve achievement further.
- Subject leaders are just developing their skills of lesson observation and are not yet sufficiently involved enough in checking the impact of their actions to improve the quality of teaching and learning.

Information about this inspection

- This inspection was carried out with half a day’s notice.
- Inspectors observed 12 teachers and visited 26 lessons or parts of lessons, some in partnership with the headteacher. Short visits were made to a further eight sessions.
- Meetings were held with groups of pupils, members of the governing body and staff, and a discussion was held with a representative of the local authority.
- Inspectors observed the school’s work, looked at the school’s strategic plan for raising achievement and evaluated samples of pupils’ work.
- Other documents looked at included curriculum planning, documents relating to safeguarding and child protection, records of pupil attainment and progress, records of behaviour and records relating to the monitoring of teaching.
- Inspectors took account of the 23 responses to the online questionnaire (Parent View). Some parents and carers were spoken to at the start of the school day.
- Inspection questionnaires received from staff were analysed.

Inspection team

Stephen Lake, Lead inspector	Additional inspector
Paul Delbridge-Smith	Additional inspector
Linda Rowley	Additional inspector

Full report

Information about this school

- The school is larger than average and is increasing further in size over the next few years to two forms of entry.
- The vast majority of pupils are White British, with fewer pupils than average from other ethnic groups. Very few pupils are at an early stage of speaking English as an additional language.
- An average proportion of pupils are known to be eligible for the pupil premium.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average. The most common identified needs are speech, language and communication difficulties.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- By July 2013, improve the achievement of all pupils further, especially those in Years 1 and 2, and particularly in writing, by:
 - making more consistent use of learning objectives that make it clear to pupils what they are to learn by the end of the lesson
 - providing clear short-term targets to pupils that show them precisely what they are expected to learn and by when
 - setting more precise longer-term targets and ensuring pupils assess their own progress against them
 - embedding securely the proposed new system for teaching letters and sounds so that it is used systematically, and rigorously and consistently, by all members of staff.
- Strengthen the role of middle managers in order that they can further improve the quality of teaching and learning by:
 - ensuring that they receive detailed training on classroom observations so that they can judge the impact of their actions to improve achievement
 - providing more opportunities for them to put their new skills to use.

Inspection judgements

The achievement of pupils is good

- Children typically start school with skills similar to those normally found at that age. Changes to the Early Years Foundation Stage over the last few years have improved achievement so that pupils now start Year 1 well prepared for learning and with attainment that is above average.
- Attainment at age seven has risen steadily in reading and mathematics for the last few years and is now above average overall. In relation to their prior attainment, pupils are achieving well at age seven, although achievement in writing is slightly lower than in reading and mathematics because fewer pupils attain the higher Level 3.
- Achievement in reading is good at age seven and pupils' attainment is above average in this aspect. Improved teaching in Years 3 to 6 has ensured that pupils now make at least good progress in reading and attainment is above average by age 11.
- The school has identified that further improvement to achievement, especially in writing, requires a different way of teaching letters and sounds. A new scheme to support this is being introduced later this term after all teachers and teaching assistants have received training on how to use it effectively.
- Progress is accelerating in Years 3 to 6, especially in mathematics. Many pupils in Year 6 are attaining above average in mathematics and Year 5 pupils are on track to achieve at least as well as the current Year 6. A clear focus on raising expectations of what pupils can achieve is contributing well to the improvement seen. For example, in a Year 5/6 mathematics lesson, pupils made outstanding progress calculating the perimeter of complex shapes because of the brisk pace and the teacher's high expectations of what pupils could achieve in the lesson.
- Disabled pupils and those who have special educational needs are supported well to enable them to be fully included and their accelerated progress means that in that last few years the gap in attainment between this group and all pupils nationally has closed.
- Pupils supported by the pupil premium are supported very well which enables them to make the same progress as other pupils and attain at higher levels than all pupils nationally.
- The few pupils with English as an additional language receive high-quality support and are making accelerated progress to raise their attainment to that of their peers.
- Pupils have strong skills in information and communication technology (ICT) that they use effectively to support their learning in other subjects.

The quality of teaching is good

- The large majority of those parents and carers who responded to Parent View believe that teaching is good. Inspection evidence supports this view.
- Teachers work hard to make lessons motivating and enjoyable. Good use is made of ICT to support this.
- Particularly good use is made of visits and visitors to provide stimulation for learning. Pupils were enthused by their visit to the Life Education Caravan and outstanding learning took place in several English lessons in Years 3 and 4 where pupils were learning about the key features of a leaflet. They spoke enthusiastically about the visit and were keen to share this in a leaflet they were making to promote the activity.
- Outstanding teaching and learning were also observed in mathematics lessons in Years 5 and 6 where tasks matched closely to the needs of all pupils and high-quality questioning by teachers kept the pace of learning extremely brisk.
- In a small minority of lessons, mainly, but not only, in Years 1 and 2, the pace of learning is not brisk enough because pupils are not always clear about what it is they are expected to learn by the end of the lesson. This is particularly so in writing.
- Teachers mark work frequently and regularly but do not use marking consistently to set detailed short-term targets for the next stage in learning. Good quality assessments of

pupils are used to monitor and guide progress and set longer-term targets for pupils. Nevertheless, in some classes, these targets are neither precise enough nor shared consistently enough with pupils to enable them to check their own progress towards them.

- The progress and attainment of all groups are monitored carefully to ensure that all pupils, and especially those supported by the pupil premium, are making at least good progress. The information gained is used effectively to target extra support when necessary. This has been particularly effective at ensuring that those pupils supported by the pupil premium make good progress.
- Disabled pupils, and those who have special educational needs and those whose circumstances may make them vulnerable, receive consistently good, and at times outstanding, support from skilled teaching assistants. Tasks set for these pupils are matched very closely to their assessed needs and all adults working with them have high expectations of what they can achieve. This enables these pupils to be fully included in all lessons.

The behaviour and safety of pupils are good

- Behaviour and safety over time are consistently good and attendance is above average because the school has secure systems for dealing with these areas. The large majority of parents and carers who responded to Parent View agree that there is a good standard of behaviour and feel that their children are safe. Inspection evidence, including the scrutiny of records showing behaviour over time, supports the positive views of parents and carers.
- The school has secure systems for keeping pupils safe and pupils show a good understanding of these, including how to stay safe when using computers.
- The overwhelming majority of pupils are polite, courteous and engaged in learning. During discussions, pupils listen carefully to each other, show respect for each other and for adults. These positive attitudes support the improving progress being made.
- All adults manage behaviour effectively and consistently. Effective reward systems keep pupils engaged and motivated to behave well and engaged in learning.
- Pupils have a good awareness of different types of bullying – including physical, verbal, and emotional and discrimination-based bullying. They have a clear understanding of cyber bullying and are aware that sometimes messages on their computers or phones may not be pleasant but they should not send similar ones back.
- In discussions, pupils say they feel very safe in school and that incidents of bullying are rare. A few pupils and few of the parents and carers who responded on Parent View are concerned about occasional bullying. Pupils say that adults listen to them and they can share any concerns. As a result, they are confident that any bullying that might occur will be dealt with effectively.
- Pupils say that disruption to lessons is unusual but does occur very occasionally in a small minority of lessons. Inspectors found pupils respond well to teachers' directions, showing good cooperation in lessons.

The leadership and management are good

- The headteacher has an ambitious vision of how the school can improve further and through strong leadership has ensured that this view is shared by all staff and members of the governing body. This is key to the improvements taking place in this school.
- The large majority of parents and carers who responded to Parent View agree that the school is led and managed well.
- Good quality professional development linked closely to performance management is improving the quality of teaching and developing the leadership and management skills of middle managers. Nevertheless, these roles are just developing for some and the school

has correctly identified the need to involve middle managers in observing lessons to see the impact of their work.

- The curriculum is being revised to ensure that better links are made between subjects and a greater focus is placed upon learning key skills.
 - The school has worked very closely with the local authority over the past few years to enable rapid improvement. This partnership remains strong, although the support of the local authority is no longer required to enable further improvement.
 - The curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development, although provision for pupils' cultural development is not quite as strong as the other aspects.
 - Procedures for safeguarding, especially those for child protection, are secure. Training in safeguarding and child protection training is up to date for staff and members of the governing body.
 - The school takes care to ensure equality of opportunity and prevent discrimination. The progress of all groups, especially the increasing number of those whose circumstances may make them vulnerable, is monitored regularly and frequently. Disabled pupils and those who have special educational needs are identified early, enabling effective support to be provided. The information gained is used very effectively to provide high-quality support for these pupils.
 - Leaders and managers, including the governing body, have accurate information on the school's performance. Achievement in the Early Years Foundation Stage and at the end of Year 6 has improved since the last inspection. Areas for improvement of the previous report have been addressed through well-targeted actions to improve the quality of teaching. This indicates a secure capacity to improve further.
- **The governance of the school:**
- demonstrates a good understanding of the strengths and areas for development and provides clear direction to the work of the school
 - includes rigorous systems for monitoring the work of the school and holding it to account
 - is based on effective systems that enable the governors to evaluate how well the school is performing in relation to other schools and this is linked securely to performance management of the headteacher.
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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	113287
Local authority	Plymouth
Inspection number	401355

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	312
Appropriate authority	The governing body
Chair	Andrew Chadwick
Headteacher	Richard Marsh
Date of previous school inspection	9–10 June 2010
Telephone number	01752 567686
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