

Tribal Education  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0845 123 6001  
**Direct F** 0845 123 6002  
**Direct email:** sarah.cartlidge@tribalgroup.com

24 March 2011

Mr A Meredith  
Headteacher  
Ernesettle Community School  
Biggin Hill  
Ernesettle  
Plymouth  
Devon  
PL5 2RB

Dear Mr Meredith

### **Special measures: monitoring inspection of Ernesettle Community School**

Following my visit to your school on 22 and 23 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in May 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of the governing body and the Director of Children's Services for Plymouth.

Yours sincerely

Grahame Sherfield

**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in May 2010**

- Improve pupils' achievement by:
  - raising attainment through more challenging, focused teaching
  - promoting faster progress in lessons through ensuring better pace and that activities are appropriate for pupils' capabilities
  - providing consistently clear advice to pupils about the next steps in their learning.
  
- Develop the capabilities of leaders and managers by:
  - using information from self-evaluation more rigorously to address areas of weakness
  - ensuring the governing body monitors the school's performance systematically, raises its awareness of strengths and weaknesses, and provides greater challenge.
  
- By September 2010, improve the Early Years Foundation Stage by:
  - developing accurate assessment that will inform better planning and teaching
  - using resources, including staff, to ensure children initiate and extend their learning, both indoors and out
  - establishing coherent leadership and management to ensure consistently good practice in this key stage.

## **Special measures: monitoring of Ernesettle Community School**

### **Report from the second monitoring inspection on 22 and 23 March 2011**

#### **Evidence**

The inspector observed the school's work, scrutinised documents and met with the headteacher and other staff, three governors, including the chair and vice-chair, the principal adviser from the local authority, a group of pupils from Years 5 and 6 and the parent champion.

#### **Context**

The governing body's recruitment and selection procedures resulted in the acting headteacher being appointed to the permanent post with effect from 1 February 2011. At the end of December 2010, the leader of Years 1 and 2 left the school and the special educational needs coordinator retired. The assistant headteacher has temporary oversight of Years 1 and 2 and the deputy headteacher and the Foundation Unit leader are currently sharing the responsibility for special educational needs. Two temporary teachers have taken on the teaching commitments of the staff who have left.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Most pupils are showing some significant improvement in their knowledge, skills and understanding in reading, writing and mathematics since the previous monitoring inspection in November 2010. There are some pockets of slower progress, for example in writing in Year 5, and the school is taking action to address these. Improving progress is particularly striking in Year 6 and the school's data indicate that the proportion of pupils on track to achieve the expected Level 4 in English and in mathematics in the national tests in the summer is likely to be close to average. The school's assessments of pupils' progress are increasingly secure as a result of detailed consideration of examples of pupils' work by staff, supported by colleagues from the nearby outstanding school with which a partnership has been established. Routine consideration of standards of work by teams of teachers is in the process of being established.

Vigorous efforts to improve the quality of teaching and learning have continued through rigorous monitoring of teachers' planning and pupils' work as well as through lesson observations that clearly identify strengths and areas for improvement. Where appropriate, individual teachers have received additional advice and support from colleagues in the partnership school. The process of lesson observation has been usefully extended to include subsequent planned discussions with a group of pupils from the class. Classroom displays are improving and make a positive contribution to learning that is valued by pupils. The quality of teaching is

improving and this reflected in the school's data and in observations made by local authority advisory staff. In lessons observed, pupils behaved well and enjoyed most of their learning. Some good teaching was seen where activities were well designed to engage pupils' interest and to meet their varying needs effectively. No more than satisfactory teaching was also observed where problems with timing meant that activities were sometimes rushed and did not fully support pupils' learning. New approaches to marking pupils' work are increasingly embedded in most classes and working well, promoting useful dialogue with pupils to consolidate and advance learning. Clear guidance is usually provided on how work might be improved and this is valued by the pupils.

Progress since the last monitoring inspection on the areas for improvement:

- improving pupils' achievement – good.

### **Other relevant pupil outcomes**

The school is an orderly community. Pupils' behaviour continues to be good in classrooms and around the school and their attitudes are positive. Pupils interviewed clearly continue to enjoy school and value the way that teachers generally 'make lessons fun'. They spoke positively of the marking of their work and of the targets they are set. One commented that 'we know what we need to work on' to do better.

### **The effectiveness of provision**

The leader of the Foundation Unit has ensured that provision for children in the Early Years Foundation Stage continues to improve well and that consistent practice is increasingly evident throughout. Accurate assessment is supported by frequent detailed discussions among the staff and children's next steps in learning are clearer to them. Children show that they can work independently and staff have had much guidance in intervening appropriately to support this approach to learning. The outdoor area is used extensively and there are plans in place to develop this aspect of provision further in conjunction with an external partner.

Progress since the last monitoring inspection on the areas for improvement:

- improve the Early Years Foundation Stage – good.

### **The effectiveness of leadership and management**

The appointment of a permanent headteacher provides secure leadership for the school and ambitions for the rapid improvement of the school have been maintained. The core senior leadership team is now well established and leads the rigorous checking of data on pupils' progress and of teachers' planning while the extended senior leadership team regularly evaluates the quality of pupils' work. The rigorous efforts of these teams underpin the school's continuing improvement. The skills of the English and mathematics subject leaders are developing well and they have a clear view of the strengths and areas for development in their subject. The English

subject leader has already participated in lesson observations and the mathematics colleague is to do so shortly.

The governing body continues to strengthen its capacity to hold leaders to account for pupils' performance. Governors now visit to see aspects of the school at work and routinely join senior leadership team meetings, where they have the opportunity to explore the quality of pupils' work. There has been training for governors on the national and school data systems used to analyse pupils' progress. A draft action plan for the further development of the governing body over the next two years currently awaits approval by the full governing body.

Progress since the last monitoring inspection on the areas for improvement:

- develop the capabilities of leaders and managers – good.

### **External support**

The local authority's good support is well matched to the school's needs. The links facilitated with the partnership school and the detailed reviews of the school's progress by advisory staff have been of particular value. Taking into account the good progress that the school is making and the growing strength of its leadership, fewer meetings of the school review group in the future is sensibly under consideration.