

# Elburton Primary School

## Inspection report

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<b>Unique Reference Number</b>	113322
<b>Local Authority</b>	Plymouth
<b>Inspection number</b>	357318
<b>Inspection dates</b>	4–5 July 2011
<b>Reporting inspector</b>	Janet Dinsmore

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	406
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Freida Court
<b>Headteacher</b>	David Bradford
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	Haye Road South Plymouth PL9 8HJ
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## Introduction

This inspection was carried out by four additional inspectors. They observed 21 lessons taught by 15 teachers and held meetings with groups of pupils, staff and members of the governing body, and spoke to parents and carers. They observed the school's work, and looked at school documentation relating to the monitoring of teaching, policies, minutes of governing body meetings and reports from external monitoring visits. Questionnaires were received from 213 parents and carers and analysed alongside those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of all groups of pupils in mathematics, particularly at Key Stage 2.
- The school's work to improve the progress of groups of pupils, particularly those known to be eligible for free school meals and those with special educational needs and/or disabilities.
- The effectiveness of the provision, particularly teaching, assessment for learning and the curriculum, to maintain high attainment and good progress for all groups.
- The work of leaders and managers at all levels to sustain improvement by setting challenging targets and monitoring of provision.

## Information about the school

Elburton Primary is larger than the average sized primary school. The vast majority of pupils are of White British heritage, with a very few speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is lower than average, but a higher than average proportion has statements of these needs. A few children come from families whose parents and carers are serving in the armed forces. There is a slightly lower than average number of pupils known to be eligible for free school meals and from minority ethnic heritages. Children in the Reception classes follow the Early Years Foundation Stage curriculum. The school has awards including Healthy School and Silver Artsmark. The school has been a Trust Foundation school since 2009.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school where pupils are happy and very enthusiastic learners. Pupils' attainment is high and achievement outstanding. Both are maintained at these levels by a dedicated and cohesive staff team. Pupils develop into confident young people who are prepared exceptionally well for the next stage of learning.

Pupils are known as individuals and very good relationships between staff and pupils contribute to exemplary behaviour in lessons and high expectations for all. This secure foundation begins in the Reception class where children make good progress in their social and language development, so that they are articulate and well prepared for Key Stage 1. Learning and progress continue to be good throughout the school in English and, in many cases, they are very good. Almost half the pupils leave reaching Level 5, and most Level 4. Improvements to the teaching of mathematics have ensured that progress is now as good and that all pupils are achieving as well in mathematics at the end of Key Stage 2 as they are in English.

Teaching is clearly focused and well-planned activities enable all groups of learners, including pupils from families whose parents and carers serve in the armed forces, to make good progress in lessons. Where it is outstanding, teaching enables all pupils to respond well to the challenge of timed activities, work well with partners, apply skills previously learnt and ensure marking offers pupils clear indications of how to improve. There are a few lessons, however, where these features are not consistent practice. Good assessments for learning and robust tracking systems to evaluate pupils' progress are in place and are used rigorously by all staff to ensure that individual pupils make good progress.

Pupils with special educational needs and/or disabilities and those known to be eligible for free school meals make good progress and there are individual examples of exceptional progress because of the well-tailored support that pupils receive in lessons and adjustments to the curriculum to meet their needs. Very close attention to the needs of individuals and their families results in exemplary care, guidance and support for them which are really appreciated by parents and carers. 'I cannot praise the school enough for the support they have provided,' is a typical comment. Parents and carers comment on how well prepared pupils are for transition to new classes and secondary schools. The governing body plays an active role in data scrutiny and analysis to provide good challenge and is keen to maximise progress. The governors share this vision with the headteacher and senior leadership team. Strategic direction of the school is managed well and staff have consistently been appointed with the strengths needed to continue this. The headteacher is deeply committed to maximising the school's and its pupils' successes. Recent attainment and progress in writing and now in mathematics demonstrate this. There has been significant improvement since the last inspection, particularly in pupils'

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attainment, the quality of self-assessment including comprehensive monitoring of provision, the setting of challenging targets and the active involvement of leaders and managers at all levels. This shows that self-evaluation is very effective and involves all staff, parents and carers, and pupils. Together, these demonstrate the school's outstanding capacity for further improvement.

## What does the school need to do to improve further?

- Secure consistently good or better teaching across the school with none that is satisfactory by:
  - increasing pace and challenge so that pupils are consistently engaged in learning activities that are matched well to their abilities in all lessons
  - ensure that marking is clearly related to the next steps in learning so that pupils are clear about what they need to do to improve
  - strengthening professional development opportunities through coaching and mentoring teachers so that outstanding practice is shared.

## Outcomes for individuals and groups of pupils

**1**

From their average and sometimes slightly below starting points, pupils make at least good progress, and many make better. They clearly enjoy their learning immensely and say how much they enjoy challenges. This was demonstrated well in a mathematics lesson using symbols instead of numbers and working on an Egyptian method of calculation that helped them to apply their knowledge of number to a complex idea. Pupils enjoy writing, saying, 'I love writing'. The often exceptional teaching of how to improve it enables pupils to excel. They use information and communication technology (ICT) extremely well in a range of other subjects and are fully aware of how to stay safe on the internet. They feel exceptionally safe in school and know how to keep themselves safe particularly from dangers of fire and water. Pupils are very healthy, have healthy snacks and lunches and participate very frequently in sporting opportunities provided through the excellent partnerships in the Trust. Some individuals compete at national levels.

Pupils work and play very well together and behaviour is excellent, especially at the swimming pool. The school council takes decisions and offers good suggestions for improvements, for example to the playground, working with a parent and carer group. Pupils have good knowledge of those with other faiths who come in to school and knowledge of other cultures and countries is delivered through curriculum topics. The pupils have less direct experience of those from different cultures, but their spiritual development is strong with good links to the local church through members taking assemblies regularly and running lunchtime and after school clubs. Attendance is above average and the pupils apply excellent skills in literacy, numeracy and ICT to a range of real-life situations, for example dealing with complex timetables, providing animations to entertain local residents, assisting the police with speed checks and talking to the offenders.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is good or better in almost all lessons and there is very effective use of teaching assistants to support pupils in lessons with specific tasks planned to accelerate progress. Assessment is used well to identify pupils requiring more support and there is systematic targeting of pupils who need interventions and monitoring of their resulting progress. Creative curriculum planning results in excellent examples of cross-curricular links providing very stimulating learning experiences especially in history and English. ICT is used successfully in many lessons and subjects, both to provide strong visual support for teaching and for planned group activities.

Very strong partnerships, for example through a programme from the Chinese government and involving members of the local community who had experienced the Second World War, contribute to an excellent curriculum that delivers memorable, relevant opportunities for all pupils and their families. An example includes a study of the local area, bombed extensively in the Second World War, which enables pupils to apply skills in dealing with first-hand sources and maps in Year 6. Clever use of sounds of the sea, pictures and text, combined with sensitive discussion of feelings and opportunities to take on roles, for example, enabled pupils in Year 4 to generate excellent questions for themselves.

The curriculum is enriched by a regular programme of outdoor activities, including a residential visit in Year 5 and a project involving caring for a woodland with a national

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body that is a Foundation Trust partner. Pupils enjoy an excellent range of clubs at lunchtime and after school. The school's commitment to equality ensures that there is access to after-school activities for those whose circumstances may make them more vulnerable. Staff take exceptional care of this group of pupils, communicating well with a range of supporting agencies, and key members of the school team work very effectively to support parents and carers. There are striking examples enabling pupils to be fully included, and it is highly valued by parents and carers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The ambition, drive and appreciation within the whole community of the headteacher's leadership skills have resulted in the outstanding outcomes. There is a strong commitment to collaborative and distributed leadership which means that staff morale is high and everyone works to a common aim of raising achievement for all pupils. The organisation of curriculum area groups involves all staff and the governing body in creating a dynamic and creative ethos that results in a strong team that is well placed to continue driving improvement across the whole school and for all groups of learners. This ensures excellent equality of opportunity.

Robust analysis and use of assessment data highlight further areas for improvement, for example to continue the improvements in boys' writing and to introduce further opportunities for mental calculation. Both the headteacher and mathematics and English curriculum leaders are involved in meetings with teaching staff to review pupil progress six times a year. Provision and the resulting outcomes are monitored closely by leadership teams using classroom observations, planning and work scrutiny and pupil interviews. Initial effects of recent action to improve progress have seen improved results, particularly in mathematics, and the school has good plans to ensure these become fully embedded by encouraging teachers with outstanding practice to coach and mentor colleagues. The governing body ensures strategic use of resources for specific improvements to the key areas are identified, and so the school achieves excellent value for money. Members of the governing body are fully involved in the life of the school, attending staff training and monitoring developments through active involvement in staff curriculum groups.

Safeguarding is good as a result of the good procedures and policies in place. Some of these need updating, but statutory responsibilities are met well. The school has good relationships with the local community, but has not developed fully pupils' understanding of the multicultural aspects of other parts of Britain.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

The provision in the Reception year is outstanding. Working exceptionally well with parents and carers and pre-school settings at transition gives children an excellent start to their learning at school. They make good progress in all areas of learning and development and their attainment is above average by the time they start in Key Stage 1. The excellent relationships between staff and children contribute extremely well to their social and emotional development. Children are fully involved in contributing to the planning of high quality activities that give them excellent first-hand experience. Some examples include investigating real fish, transferring water and building model boats. They are encouraged to be curious about the natural world and have full access to an excellent range of resources to develop their learning.

Children communicate very well with adults, explaining the need to wash hands after touching the fish and explaining how food keeps you healthy. Children use their well-developed phonic skills (linking of letters and sounds) to begin reading stories, enjoying books and writing. The staff team is very well led and works collaboratively and creatively to develop excellent activities and closely monitoring children's learning and development so that the children continue to make good progress. The school works well with supporting agencies to support children with special educational needs and/or disabilities. Very good use is made of indoor and outdoor space, giving children access to imaginative resources for role play and writing, and children show increasing skill in a range of social and number skills, for example when booking turns on the trikes and travelling in a boat.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers are extremely supportive of the school. All parents and carers agree that their children enjoy school. They particularly value the high quality of teaching that it provides. 'We have found the class teachers to be approachable and open.' 'Outstanding teachers.' 'The headteacher has a passion for his job.' 'Offers a superb preparation for the next level.' These were just some of the comments received. A few parents and carers would like to know more about the progress their child is making. Almost all parents and carers of children with particular needs say that the school meets these very well. There were specific comments relating to the excellent quality of care and support that individual pupils, and parents and carers have received.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Elburton 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 213 completed questionnaires by the end of the on-site inspection. In total, there are 408 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	156	73	56	26	0	0	0	0
The school keeps my child safe	152	71	59	28	1	0	0	0
My school informs me about my child's progress	92	43	110	52	11	5	0	0
My child is making enough progress at this school	109	51	95	45	6	3	0	0
The teaching is good at this school	132	62	74	35	1	0	0	0
The school helps me to support my child's learning	108	51	97	46	4	2	0	0
The school helps my child to have a healthy lifestyle	113	53	89	42	7	3	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)	115	54	90	42	1	0	0	0
The school meets my child's particular needs	111	52	93	44	6	3	0	0
The school deals effectively with unacceptable behaviour	96	45	94	44	11	5	0	0
The school takes account of my suggestions and concerns	83	39	108	51	13	6	1	0
The school is led and managed effectively	126	59	80	38	5	2	0	0
Overall, I am happy with my child's experience at this school	144	68	65	31	4	2	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



6 July 2011

Dear Pupils

**Inspection of Elburton Primary School, Plymouth PL9 8HJ**

We agree with your parents and carers, and you, that teaching is good at your school and helps you all to learn well and do really well with your work. Because of this and all the other excellent things it gives you, we think your school is outstanding.

Thank you for making us so welcome. We enjoyed talking to many of you and finding out about all the exciting things that you do. We were particularly impressed by your behaviour, especially when working in lessons, and your enthusiasm for challenging activities. You are excellent writers and readers and are now doing as well in mathematics. The staff care for you exceptionally well and really help those of you who find work more difficult. You are exceptionally healthy and really value all the sporting and other clubs provided. Most importantly, you know how to stay safe in different situations.

Your headteacher and all the staff work hard to make learning fun and interesting so that you do well right from when you start in the Reception class. The governing body works well with staff as a team.

Small numbers of you said that you were not sure how you are doing. We agree and we have asked your teachers to make it really clear to all of you how you can improve your work even more.

Thank you for telling us about all the fun that you have and how the school council makes improvements in the playground, how you care for the woodland and help people in your local community. We know that you are all really well prepared to carry on learning new things in your next class or school.

Yours sincerely

Janet Dinsmore Lead inspector

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