

# Manadon Vale Primary School

## Inspection report

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<b>Unique Reference Number</b>	113301
<b>Local Authority</b>	Plymouth
<b>Inspection number</b>	378681
<b>Inspection dates</b>	5–6 October 2011
<b>Reporting inspector</b>	Grahame Sherfield HMI

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sara Orchard
<b>Headteacher</b>	Geoffrey Vaughan
<b>Date of previous school inspection</b>	11–12 March 2009
<b>School address</b>	St Peter's Road Plymouth PL5 3DL
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	5–6 October 2011
<b>Inspection number</b>	378681

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors observed teaching and learning in 20 lessons, taught by 14 teachers. They held meetings with members of the governing body, staff and pupils, and met some parents and carers informally. Inspectors looked at key documents, such as the school's plans for improvement and the governing body minutes, as well as 159 questionnaires returned by parents and carers.

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

- How successfully the school has improved pupils' progress, particularly in English.
- How successfully the school has raised the quality of teaching.
- The impact of changes in the curriculum on pupils' progress.
- The impact of restructuring leadership and management on the progress pupils make.
- How successfully the school has improved provision and outcomes in the Early Years Foundation Stage.

## Information about the school

Manadon Vale is larger than the average primary school and serves a mainly White British community in the surrounding area of the city. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, and the percentage known to be eligible for free school meals, are below average.

Before- and after-school provision is managed by the governing body.

**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**

**2**

## Main findings

This is a satisfactory and improving school. The headteacher and the staff maintain a caring and supportive environment in which pupils flourish and feel secure. Pupils' behaviour is good and they make a good contribution to the school and the wider community. Most parents and carers are supportive of the school. One praised the 'learning and growing environment' in the school while several identified how happy their children are. These positive views are representative of most parents and carers who returned the questionnaire and are similar to those of the inspection team.

Children get off to a good start and make good progress in the Reception Year as a result of the significantly improved provision in the Early Years Foundation Stage. Although attainment remained above average, the progress of Year 6 pupils in English and mathematics since the end of Year 2 dipped in 2009 and 2010, particularly in writing. There was considerable improvement by the end of Year 6 in 2011 and pupils, including those with special educational needs and/or disabilities, are now making satisfactory and improving progress.

Better progress is the result of more rigorous monitoring of the progress of individual pupils, with additional support provided where needed, and more opportunities for writing in other subjects in a curriculum that is now good. Teaching is also improving, although it remains satisfactory overall. Teachers mark work well and pupils understand and value the guidance on how to do better. In some parts of the school, particularly in the classes for the older pupils and in the Early Years Foundation Stage, teaching is consistently good and there is clear evidence across the school of the impact of new approaches being adopted. However, good teaching is not yet embedded enough in all year groups to secure good progress overall. In some satisfactory lessons, activities are not fully matched to the needs of the pupils and teachers' introductions are too long. As a result, the pace of learning slows.

The senior team of the headteacher, deputy headteacher and bursar, supported by the wider senior leadership team and the governing body, has established a widely shared commitment to continuous improvement. This is supported well by the leadership in depth provided by three 'school improvement groups' that involve staff from across the school. English and mathematics are led well. Self-evaluation is broadly accurate and priorities for future action are clear and appropriate. Although not always reached, targets have contributed well to raising standards, particularly in the last year or so, through the close monitoring of the progress of individuals and of classes. Consequently, the capacity to improve further is good.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Accelerate pupils’ progress so that by the Year 6 national tests in 2012, 90% of pupils have made two levels of progress in English since the end of Year 2 and 89% have achieved this in mathematics.
- Improve the quality of teaching so that it is consistently good by sharing the best practice in the school in order that all teachers:
  - match work well to pupils’ learning needs, using a wider range of strategies
  - enable pupils to make rapid progress in all lessons.

### Outcomes for individuals and groups of pupils

**3**

Pupils get on well with each other and with the staff. They behave and work well in lessons, both individually and in small groups. Pupils respond particularly well when the teacher’s enthusiasm is infectious, as in a Year 3 class writing a summary of a story read by the teacher. They are also keen to get involved when they are invited to contribute their ideas, for example to the ‘steps to success’ in a Year 5 class investigating the possible combinations of pizza toppings in a mathematics problem. Pupils rise to a challenge. For example, in a Year 6 science lesson, they generated some good ideas on the factors to consider when carrying out an investigation of shadows.

In recent years, children have joined the school with skills above levels expected for their age. However, attainment on entry to the school is now at expected levels. The achievement of all groups of pupils is currently satisfactory and improving quickly. They enjoy school and their attendance is above average. Pupils are polite, care for each other and listen to adults and their peers with respect. They have a good understanding of the importance of diet, although some packed lunches do not fully reflect this, as well as of exercise in a healthy lifestyle. Pupils have good skills in working collaboratively and independently and, with their above-average attainment, they are well prepared for their future economic well-being.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b> Taking into account:	<b>3</b>
	2

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>2</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>

## How effective is the provision?

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Staff share the ambition for the continuing improvement of the school and are keen to make progress. The three school improvement groups make a valuable contribution. For example, the 'Standards and progression' group took the lead in introducing a new approach to developing pupils' skills in mental mathematics and reshaping additional support in this subject. This is helping pupils to make better progress. There are effective systems for monitoring and evaluating the work of the school that involve all teachers in reviewing their allocated subjects or aspects, and in completing an annual action plan. Plans are detailed and clear, although some criteria for evaluating success are not sufficiently linked with pupils' progress and development. Lesson observations contribute to improvements in teaching but do not currently focus sufficiently on pupils' learning to have their maximum impact. Key improvement priorities are widely shared and an overarching plan that sets these out clearly is under development. The governing body does not currently benefit from

<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

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such a plan when it reviews progress with priorities. However, the governing body is provided with detailed information by the headteacher and other staff and, as a result, governors subsequently ask appropriate questions of the school’s leadership. Led by a new chair, governors are ambitious for further improvement and visit the school on an identified day in the spring each year. Their other activities to gain first-hand knowledge of the work of the school currently focus too much on joining pupils on visits. Governors report on their activities to the full governing body or its committees, although this is not systematically documented.

The school works effectively to ensure that all groups of pupils, including those with special educational needs and/or disabilities, make similar progress to others. This shows that it promotes equal opportunities for all pupils to achieve as well as they can. The school also strives to ensure that discrimination against any group is avoided at all times.

The school makes a good contribution to community cohesion. It is a highly cohesive community with good involvement in the local area. The school has an established link with a school in The Gambia and is currently building relationships with an establishment in a multicultural area and another in a rural context. There are good partnerships with a range of external organisations to extend the opportunities for pupils, both in their work and in their personal development. Good examples of these are the multi-agency approaches used to support individual pupils as needed and the links with two academic councils that help to enrich the curriculum. The school’s arrangements for safeguarding are good and all necessary policies are properly implemented.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>3</b>

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## Early Years Foundation Stage

By the end of the Reception Year, children reach standards that are above average, with particular strengths in their personal, social and emotional development. Writing has been correctly identified as a relative weakness and more purposeful opportunities for children to develop their skills have already been introduced.

Children are well cared for in the safe and secure environment. Their behaviour is outstanding and they enjoy school. Children benefit from a good balance between adult-led and child-selected activities. The accommodation has been reorganised to provide four areas to support different kinds of learning, including the outdoor space. Staff are skilled in asking effective questions to support children in developing their skills and knowledge independently.

Children settle in quickly when they join the Reception classes as a result of good induction procedures and great care is taken to establish a clear picture of children’s skills and knowledge. Their good progress is supported by effective procedures for observation and assessment that are used well to devise activities to meet the children’s needs. Children’s progress is recorded well in the ‘learning journey’ documents. Staff from other schools have visited to see the good practice identified by the local authority.

The Early Years Foundation Stage leader is energetic and committed, and has a clear view of the provision’s strengths and areas for further development. Significant improvements have already been secured. The team works together well with a clear, shared approach to developing children’s learning. There is a good partnership with parents and carers, who feel that their involvement is welcomed by the staff, and links with the nurseries from which most children join the school are effective.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## Views of parents and carers

The very large majority of parents and carers who responded have positive views on most of the aspects in the Ofsted questionnaire. There was strong support for the extent to which children enjoy school and how the school keeps them safe. Inspection evidence confirms these positive views. A small minority expressed concerns about how the school deals with unacceptable behaviour and the extent to which parents' and carers' views are considered. Inspection evidence indicates that behaviour is good but that there can be problems arising from boisterous play in the restricted space available outside at lunchtimes. The school has recognised this and is considering possible action. There are regular opportunities for parents and carers to contribute their views, for example through the school's questionnaires and when governors sample opinions through planned phone calls.

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

Ofsted invited all the registered parents and carers of pupils registered at Manadon Vale 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 159 completed questionnaires by the end of the on-site inspection. In total, there are 409 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	58	61	38	6	4	0	0
The school keeps my child safe	87	55	65	41	4	3	2	1
The school informs me about my child’s progress	50	31	86	54	14	9	2	1
My child is making enough progress at this school	57	36	68	43	18	11	6	4
The teaching is good at this school	59	37	79	50	10	6	2	1
The school helps me to support my child’s learning	61	38	73	46	11	7	4	3
The school helps my child to have a healthy lifestyle	61	38	85	53	9	6	3	2
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)	61	38	65	41	6	4	3	2
The school meets my child’s particular needs	53	33	77	48	11	7	5	3
The school deals effectively with unacceptable behaviour	47	30	69	43	22	14	10	6
The school takes account of my suggestions and concerns	35	22	78	49	25	16	6	4
The school is led and managed effectively	55	35	76	48	12	8	4	3
Overall, I am happy with my child’s experience at this school	69	43	68	43	15	9	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



7 October 2011

Dear Pupils

### **Inspection of Manadon Vale Primary School, Plymouth PL5 3DL**

Thank you for your involvement in the recent inspection, particularly for the friendly way in which you talked to us. We enjoyed visiting your school.

You go to a satisfactory school that is making some important improvements. You told us that pupils behave well and that you are well cared for. We agree. Here are the main things we found out.

- The progress you make in your work is satisfactory and improving well, and you enjoy the opportunities provided by the good curriculum.
- Teaching is satisfactory overall and often good.
- Your behaviour is good and you make a good contribution to the school and the wider community.
- Children in Reception get off to a good start.
- The school cares for you well and you say that you feel safe.
- The governors, the headteacher and the other staff have been successful in making improvements and are determined to make the school even better.

There are two things we have asked the school to do to keep improving.

- Speed up the progress you make in English and mathematics from year to year. You can help by always doing your best in your work and taking your teachers' advice on how to do better.
- Make sure that all your teachers give you work which meets your different needs and that you make good progress in your learning in every lesson. All of you can help by working hard on the activities your teachers give you.

Thank you again for your involvement in the inspection and we wish you every success for the future.

Yours sincerely

Grahame Sherfield  
Her Majesty's Inspector

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