

# Pomphlett Primary School

Howard Road, Plymstock, Plymouth, PL9 7ES

## Inspection dates

12–13 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils make good progress and achieve well because of the good teaching they receive. They come to school regularly and are keen to learn.
- Children in the Early Years Foundation Stage benefit from good provision and achieve well in this rapidly improving school. This ensures that they have a good start to their school life.
- Teaching has improved substantially since the previous inspection and is good. This has secured improvements in pupils' achievement in reading, writing and mathematics.
- Teachers ensure that lessons are expertly planned to meet the needs of all pupils, including disabled pupils and those with special educational needs. Teaching assistants support pupils' learning well.
- The headteacher provides the school with inspirational leadership. Along with his committed team, they have established a school where everyone is valued for their contribution, and all are keen to make the school even better for the sake of the pupils.
- Pupils' behaviour is good and pupils are highly respectful of adults and each other. Teachers have high expectations, which are understood and reflected in the pupils' positive attitudes. Pupils are very proud of their school and very much enjoy taking a full part in all activities.
- Governors provide highly effective support and challenge to leaders to secure improvements, especially in teaching and pupils' achievement.

### It is not yet an outstanding school because

- Teachers do not always move pupils, particularly the more able, on to activities in lessons that help them make faster progress.
- Pupils are not always clear about what they have to achieve to be successful by the end of the lesson.
- Teachers are not providing pupils with regular opportunities, especially in mathematics, to review and improve their work.
- Pupils' opportunities to think and learn by themselves are sometimes limited by having to spend too much time listening to the teacher talking.

## Information about this inspection

- The inspection was carried out with half a day's notice and took place over two days.
- Inspectors visited 15 lessons and observed eight teachers. The headteacher joined an inspector for a number of observations. In addition, inspectors made a number of short visits to lessons and small group work to look at phonics (linking letters and sounds) teaching and additional activities delivered by teaching assistants.
- Discussions were held with the headteacher, staff, pupils, governors and a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- Inspectors took account of the 18 responses to the on-line Parent View survey and the 22 responses to the staff questionnaire during the inspection. Inspectors also spoke to some parents at the start of the day.

## Inspection team

John Cavill, Lead inspector

Additional inspector

Helen Prince

Additional inspector

## Full report

### Information about this school

- Pomphlett is an average-sized primary school where most children who attend are from the local area.
- Children in the Early Years Foundation Stage are taught in a Reception class.
- Almost all pupils are from White British backgrounds. A few pupils are from Gypsy, Romany or Traveller families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, children in local authority care and for children from armed service families, is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A private nursery is located on the school site but is inspected separately.

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

- Increase the proportion of outstanding teaching and so increase pupils' achievement by:
  - ensuring teachers use information about the progress of individual pupils, particularly the more able, to reshape tasks and improve learning during lessons
  - making sure that pupils do not spend too much time listening to teachers talking
  - helping pupils to understand how and what they can achieve in lessons with a more personalised use of success criteria
  - ensuring teachers provide regular opportunities for pupils to review and improve their work, especially in mathematics.

## Inspection judgements

### The achievement of pupils is good

- When children start in the Reception class their skills and abilities are what would normally be expected for their age. Provision in the Early Years Foundation Stage has improved and is now good. Consequently, all children achieve well and most leave the Reception class with skills and abilities that are above their age-related expectations.
- All pupils from all backgrounds, including those with a disability or special educational needs, make good progress throughout the school. This is an inclusive school where additional support is expertly targeted to meet individual needs and delivered, wherever possible, within lessons to promote equality of opportunity. This has resulted in above average, and improving, attainment at the end of Year 6.
- Achievement in English is stronger than in mathematics following a whole-school focus on developing pupils' basic skills of reading and writing. Progress in mathematics is improving rapidly and the gap in progress between the two subjects continues to close. Current school data show that progress in mathematics is now similar to that in English as a result of the more recent whole school focus on developing pupils' calculation skills.
- The proportion of pupils who make and exceed their expected progress compares favourably with national averages.
- Regular effective teaching of basic skills in literacy, including pupils' understanding of the sounds that letters make, is improving their progress in reading and writing. Pupils in a Years 1/2 class were observed making good progress using 'word bingo' to develop their skills of reading words then using them correctly in sentences. Because they are able to blend letters well they read with confidence. Reading is above average at the end of both Key Stages 1 and 2.
- In a Year 2 numeracy lesson, pupils were demonstrating their fluency of the multiplication tables to accurately sort numbers into groups within Venn diagrams and explaining the reasons for their choices.
- Pupils who are known to be eligible for the pupil premium make good progress from their starting points. The gap is closing between these pupils and those of all pupils nationally when measured using the average point scores in national tests at the end of Year 6. Additional funding for individualised learning support during literacy and numeracy lessons is helping to close this gap.

### The quality of teaching is good

- Consistently good teaching, with some that is outstanding, enables pupils to make good progress in all subjects. It has rapidly improved because school leaders have high expectations of the teachers and check their performance regularly.
- Almost all parents who spoke to an inspector or responded to the questionnaire were very happy with the quality of teaching at the school and the good progress their child has made. Pupils said that their teachers 'are really good' and 'lessons aren't boring', reflecting their enjoyment in learning.
- Teaching in the Early Years Foundation Stage is good, with some outstanding features, so children make a great start to school. In a superb Reception class lesson, children, working in groups, were developing their understanding of the properties of two-dimensional and three-dimensional shapes. Through excellent questioning by the teacher, they were able to independently develop their understanding and recognise shapes that existed around them in their classroom, without direct input by the teacher.
- Teachers have secure subject knowledge and plan lessons skilfully. This makes sure that pupils of all abilities are fully involved. In all classes, pupils are keen to do well. Teachers regularly monitor pupils' progress in lessons using effective questioning and observation. However, on occasions, teachers are not making full use of the information they have found to accelerate

pupils' progress by moving them on more quickly to harder work. This is especially noticeable for higher ability pupils.

- In the best lessons, learning is good or better because teachers are able to personalise the learning well. In the Year 5 numeracy lesson about digital and analogue clocks, mini-whiteboards were used to judge the progress of individual pupils. Using this information to group pupils on ability ensured that all were well supported with appropriate resources. Pupils were able to understand exactly what they had to do in order to be successful and worked hard to achieve this. However, in some lessons, pupils are not always encouraged to think about what they should be able to achieve during the lesson so they can set personal goals and manage their own learning. In other lessons teachers are limiting the progress being made by some pupils by talking to them for too long as a whole group.
- Teachers mark pupils' work regularly and include clear next-step advice and ways to improve further. Pupils use this information to help them make better progress by making the changes suggested. However, there are more regular opportunities for this to be done in English than in mathematics.

### **The behaviour and safety of pupils** are good

- Behaviour in lessons is good. Pupils have good attitudes towards their learning, work well together and are respectful of each other and of their teachers. Very occasionally there is some low level inappropriate behaviour that is quickly and effectively managed by the teachers, indicating that not all pupils are fully able to self-manage their behaviour in lessons.
- All parents recognise the good behaviour of the pupils at the school and how well they were looked after. Pupils move around the school calmly and play outside together exceptionally well. They are happy at school and understand that the adults will quickly sort out any problems that they may have.
- All pupils, including those in the Early Years Foundation Stage, say they feel safe, secure and well supported with initiatives such as HMS Heroes for children from armed service families and Playground Buddies for, as one pupil said, 'someone who will listen'.
- Bullying is recognised as not being a problem at the school by both parents and pupils. In discussions with the pupils they showed a good understanding of the different forms of bullying, including physical, emotional and cyber bullying.
- Attendance has steadily improved and is now above average, mainly due to improved engagement with parents to explain the importance of good attendance at school.

### **The leadership and management** are good

- The headteacher leads with vision and a determination to continually improve this good school. Supported by a highly effective team of leaders and governors, rapid improvements have been brought about and secured, especially in the quality of teaching and pupils' achievement.
- There has been a relentless drive to improve the quality of teaching and the performance of teachers has been managed well to ensure there is a good match between how well teachers are paid and how well pupils learn.
- Staff have a common aim to continually improve their teaching so that pupils make even better progress. Staff training needs are identified and met well.
- The curriculum is exciting and reflects the needs and aspirations of the pupils. Topic-based work is designed well to develop pupils' wider understanding of different cultures, both around the world and within a multicultural British society. This can be best exemplified with the Year 3 topic work on Italy. Pupils are tracing the history of Italy with the Romans and understanding Italian food with the recent trip to a well-known restaurant to make pizzas. This work is carefully planned to ensure that every opportunity to develop basic skills is captured with creative writing

about living in Pompeii and counting in both Italian and English.

- Assemblies, visits, and links with schools locally, nationally and internationally, such as the regular letter writing and exchanges of photographs with a school in China, provide a wide range of experiences to promote pupils' spiritual, moral, social and cultural development.
  - Leaders work hard at promoting the school across the whole community. This is reflected in the highly positive attitudes that parents have. One parent from the Traveller community commented on the positive impact that the school had on their lives because 'the education here is important for our children'.
  - Leaders robustly manage all statutory requirements relating to safeguarding.
  - The local authority is now providing light touch support to this good school.
  - **The governance of the school:**
    - The governing body works closely with school leaders and understands how well the school is doing. The governors are continually focused on school improvement and support the leaders well to secure improvements. They check how well the pupils are doing at school in relation to pupils nationally. Governors are committed to become even more effective, attend regular training and have been recently awarded an Innovation Award from the local authority for their work in supporting school improvement. They check improvement planning very effectively to judge its impact on pupils' achievement. Governors have challenged teachers to improve their teaching and have helped to secure the good and outstanding teaching by eradicating any that was inadequate. Teachers' salary progression is only rewarded to reflect their quality of teaching and any leadership responsibilities the teachers demonstrate. Governors monitor funding to the school effectively and the headteacher is required to justify how the pupil premium is spent. The achievement of pupils in receipt of the pupil premium funding is checked regularly to make sure that these pupils make the same good progress as their classmates.
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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

<b>Unique reference number</b>	113317
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	405463

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

<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>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barrie Cooke MBE
<b>Headteacher</b>	Des Walsh
<b>Date of previous school inspection</b>	3–4 March 2011
<b>Telephone number</b>	01752 408966
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