

# Manadon Vale Primary School

St Peter's Road, Manadon, Plymouth, PL5 3DL

**Inspection dates** 9–10 October 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.

- Achievement is good, reflecting the good, and often outstanding, teaching pupils receive. The school has improved rapidly since the previous inspection.
- Pupils of all abilities make good progress in English and mathematics, and often some exceptional gains from their individual starting points. This includes disabled pupils, those with special educational needs and pupils who are eligible for additional pupil premium funding.
- Attainment at the end of Year 6 is above average and prepares pupils well for the next phase in their education.
- Pupils' attitudes towards their learning are good. They are keen to work and are highly respectful to each other and their teachers. They feel safe and their behaviour is good in lessons and around the school.
- All leaders and managers, including governors, are fully committed and ambitious to see the school continue to improve. They share a common vision and have achieved the substantial improvement in the quality of teaching, following the previous inspection.
- The governing body provides good support, as well as challenging the headteacher and staff to do even better. Governors are fully involved in the life of the school, checking the work of individual teachers and classes.

### It is not yet an outstanding school because

- Pupils do not have enough opportunity to plan and present their work independently because teachers are often inclined to use too many pre-printed worksheets, especially with less able pupils.
- Some teachers with leadership responsibilities are not making the most of data collected on pupils' achievement to plan for improving their progress.
- Teachers are not consistent enough in giving written feedback to pupils about their work. Comments are not always as clear as they could be, which limits pupils' ability to use them to improve their work independently.

## Information about this inspection

- Inspectors visited 20 lessons and observed 15 teachers. This included observations to look at the teaching of phonics (linking letters and sounds) and small-group work with pupils being taught by teaching assistants. The headteacher joined an inspector for a number of observations. An inspector also undertook a 'learning walk' around all classes to gather evidence on the quality of learning.
- Discussions were held with the headteacher, staff, pupils, parents, governors and an officer 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 45 responses to the Parent View online questionnaire, three letters sent to the inspection team, the most recent survey of parents' views undertaken by the school and the 39 responses to the staff questionnaire. Inspectors also spoke to some parents at the end of the school day.

## Inspection team

John Cavill, Lead inspector

Additional Inspector

Anne Wright

Additional Inspector

Marian Marks

Additional Inspector

## Full report

### Information about this school

- Manadon Vale Primary School is a larger-than-average sized primary school.
- Children in the Early Years Foundation Stage are taught in two Reception classes. The school is a two-form entry school so there are two parallel classes in each year group.
- Almost all pupils are from White British backgrounds. A very small proportion of pupils speak English as an additional language.
- 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 and for looked after children, is below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- A recent reorganisation of primary education in the area surrounding the school, including the building of a new primary school, has resulted in the catchment area for the school being altered.
- The school changed to Foundation status and founded the Endeavour Learning Community Trust, with six other schools, in January 2013.

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

- Improve the quality of teaching and learning to outstanding by making sure that teachers:
  - improve the consistency of their written feedback to pupils about their work with clear comments that assist them to improve their work independently
  - give less able pupils in particular more opportunities to plan and present their work independently through reducing the use of pre-printed worksheets in lessons.
- Strengthen the ability of some teachers with leadership responsibilities to analyse the data collected by teachers on pupils' achievement, to plan for improving pupils' progress.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Reception Year with skills and abilities that are generally similar to what would normally be expected for their age, but the ability range in each cohort is wide and an increasing proportion of pupils are now arriving with very low levels of skill and development across all areas.
- Good teaching in a large and stimulating environment helps all children make at least good progress in Reception. Teachers are well supported by teaching assistants to make sure lessons are structured well to take account of the different needs of the children. Consequently, most children are well equipped to move into Key Stage 1 at the end of the year.
- Achievement has improved rapidly since the previous inspection. All groups of pupils now make at least good progress, with many individual pupils recording exceptional gains from their individual starting points. This is leading to attainment that is above average at the end of Year 6 in English and mathematics.
- The key action in the previous inspection report requiring the school to increase the proportion of pupils in Key Stage 2 who made two or more national curriculum levels of progress was addressed swiftly and secured by July 2012. The results of the Year 6 pupils in 2013 show that the proportions of pupils who have made three levels of progress have continued to improve and have been above the national average in both English and mathematics for the last two years.
- The school promotes equal opportunities effectively. Regular assessments of pupils' progress are used to help identify individual pupils who are in need of additional support. Consequently, disabled pupils, those who have special educational needs and pupils speaking English as an additional language all make good progress throughout the school.
- The progress of the relatively small proportion of pupils who are eligible for the pupil premium is at least good in both English and mathematics and similar to that made by all other pupils. The school has been successful in closing the gap in attainment for these pupils against their peers, especially in mathematics, where the gap has reduced from approximately one year behind for Year 6 pupils leaving in 2012 to about six months behind for the Year 6 pupils who left in 2013. The gap was similar in English for both years at approximately six months. However, given the lower starting points of pupils in the 2013 cohort, this represents improvement.
- A programme to support the teaching of phonics (the sounds that letters make) has improved pupils' progress in reading and writing. Children in the Reception class are keen to read books independently as an activity within a literacy session. This is allowing them to develop their imagination to write their own stories in response to some pictures.

### The quality of teaching is good

- Teaching is consistently good, and often outstanding. It has improved substantially since the previous inspection and is the main reason for pupils' good achievement.
- School leaders have extremely high expectations of their teachers and check their performance regularly. Together, leaders and teachers share a common belief that all pupils deserve a good education and are seeking continually to improve. Lessons are planned effectively and designed well to enthuse and engage all pupils, including disabled pupils and those who have special educational needs. Pupils have positive attitudes and work together well, keen to succeed.
- Teachers are very skilled in the use of questioning to monitor pupils' progress in lessons. Pupils' responses are used to reshape their work so they are able to make quicker progress. Teachers limit the amount of time that pupils have to spend listening to instructions and they settle to their work quickly. This is especially the case for the more able pupils who show their ability to work independently, resulting in some accelerated progress.
- In the best lessons, teachers expect pupils to be able to think and learn for themselves. In a Year 6 English lesson, less able pupils were developing their writing skills by describing an event

from someone else's viewpoint. Using information they had already collected, they were expected to check their own progress. The teacher and teaching assistant challenged their understanding and presentation throughout and, consequently, the pupils were able to make outstanding progress. However, this is not always the case and less able pupils are often limited in their ability to plan and present their work independently because they are given pre-printed worksheets to work on.

- Teachers mark pupils' work conscientiously and provide comments to both praise pupils for good work and indicate the next steps they need to take in order to improve. However, there are some inconsistencies with the way this is undertaken and often the comments are not clear enough for pupils to be able to use them to improve their work without explanation by the teacher. This is limiting their ability to learn independently and make faster progress.
- The teaching of reading, writing and mathematics is effective and results in good progress being made. Pupils in Year 3 were able to use dictionaries well to identify synonyms to improve their writing, while pupils in Year 6 made outstanding progress in mathematics as they set their own challenges in order to solve problems using measurements.
- Most parents who responded to Parent View or spoke to inspectors thought that their child was taught well and made good progress at the school. Pupils enjoy their lessons and this is reflected in their positive attitudes towards learning.

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

- Pupils enjoy school. They are respectful and the relationships between pupils and adults are strong. They are polite and courteous to staff and visitors. Teachers have high expectations of good behaviour, which is understood by the pupils in the way that they work and play together.
- Pupils are keen to learn and concentrate on their work. They arrive at lessons with good attitudes towards learning, quickly settling to their tasks with enthusiasm. Teachers' expectations for acceptable behaviour are well understood by pupils and instances of low-level inappropriate behaviour, such as coming off task or chatting to each other, are uncommon. However, on the rare occurrence when this happens, teachers quickly intervene and refocus the pupils back onto their work.
- All pupils, including those in Reception, are positive about how the school keeps them safe and say that behaviour is good. Almost all parents share these views.
- Pupils understand all about the different forms of bullying, including physical, emotional and cyber bullying, saying that there is very little of it at the school. School records show that there has been a very low number of behaviour incidents recorded at the school, all of which have been successfully resolved. The pupils are eager to say that teachers will quickly resolve any problems that they may have.
- Pupils are proud of their school and the regular celebration assemblies give them a chance to share their achievements with parents. Attendance is average and the school is working closely with parents to reduce the amount of holidays taken in term time.

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

- The headteacher, and other senior leaders, have a clear vision for the school. Staff work together well and they share a determination to continue to improve. Staff morale is high.
- The strong team of leaders and governors has secured rapid improvements in the quality of teaching and pupils' achievement since the previous inspection.
- Most parents and school staff are highly positive about the way that the headteacher and his team lead the school. Regular newsletters, school-sharing time, where parents work with their children in classrooms, and meetings for parents encourage them to be engaged with the school.
- The leadership of teaching is good and effective systems to manage teachers' performance

make sure that the levels of pay awarded to individual teachers reflect how well their pupils learn and any leadership responsibilities that they may have.

- Leaders and managers regularly collect data on pupils' progress and attainment, pupil-progress meetings are held regularly, and the information is analysed. However, not all teachers with leadership responsibilities are using this data fully to analyse and check the impact of their actions on pupils' progress or plan for future improvements.
- The theme-based curriculum reflects the pupils' needs, aspirations and local community well. It is effectively planned to make sure that literacy and numeracy skills are developed whenever possible. In a Year 4 history lesson, pupils were asked to write letters from and to people who were living in the bombing of Plymouth during the Second World War.
- There is a wide range of clubs, including activities such as the 'enterprise group' and the multi-skills club for pupils in Key Stage 1. These help complement the work done within the curriculum. Pupils' experiences are also enriched through visits and activities out of school, so that they are able to develop their spiritual, moral, social and cultural awareness.
- The school has planned well to use the primary school sport funding to increase provision, which has resulted in increased participation by the pupils. Working with a local academic council, they have accessed some specialist physical education training that is helping to build the skills of the teachers at the school so that they will be equipped to carry the work into the future.
- The school's view of its work is accurate and plans for improvement are sharply focused on continuing to raise pupils' achievement. Training is linked to whole-school improvement issues, in order for it to have the maximum impact on raising standards.
- Following the previous inspection, the local authority provided the school with some focused support. However, in view of recent rapid improvements, it now offers a light touch to this good school.

■ **The governance of the school:**

- The governing body has a good understanding of the school. Governors are committed to providing the best possible education for all pupils. They are clear about what data tell them about how well pupils are progressing and are aware of the results pupils attain in national tests and how they compare nationally. They monitor the quality of teaching to check its effectiveness. Governors understand the areas that the school needs to develop and are fully involved with leaders to see through the school development plan. They understand how the management of teachers' performance works and how each member of staff is paid according to their experience and performance. They know what the school is doing to tackle any underperformance. Governors have a clear understanding of how the pupil premium is allocated and its successful impact on improving levels of pupil attainment. The governing body makes sure that the school meets its statutory safeguarding requirements and is highly supportive of everyone there. Governors provide support and challenge to the school's leaders and benefit from regular training opportunities to improve their effectiveness. The governing body has recently undertaken a full review of its procedures and effectiveness. Following this in-depth analysis, it has improved and has been recognised by the local authority for its effectiveness.

## 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>	113301
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	426742

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	412
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sara Orchard
<b>Headteacher</b>	Geoffrey Vaughan
<b>Date of previous school inspection</b>	5–6 October 2011
<b>Telephone number</b>	01752 705345
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