

Drake Primary School

1 Johnston Terrace Ope, Plymouth, PL2 2EN

Inspection dates 15–16 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders, managers and governors work well together to secure improvements for the school. They are fully committed to continually extending the quality of teaching and pupils' learning and progress.
- Good teaching helps pupils to achieve well in reading, writing and mathematics during their time at the school.
- Teachers and teaching assistants work together effectively as a team to help pupils to learn well.
- Pupils feel safe and are well behaved. They are keen to learn. They are encouraged to take on responsibilities including looking after each other.
- Effective pastoral care ensures pupils are safe. Pupils say they know who they would talk to should they have a concern.
- Children in early years make good progress because they are taught well. There is a wide range of interesting resources available to support their learning.
- The curriculum captures pupils' interest and contributes well to their spiritual, moral, social and cultural development. This is a strength of the school.
- Governors visit the school regularly and are well informed. They both challenge and support the school to maintain the drive to raise standards.
- The vast majority of parents and carers are very happy with the school. They report that 'the school goes the extra mile to support children and their families'.

It is not yet an outstanding school because:

- Pupils are not always given enough time to act upon teachers' feedback on how they can improve their work.
- Sometimes work does not challenge pupils' thinking, especially for the most-able.
- Pupils do not have enough opportunities to develop their mathematical and writing skills consistently in different subjects.
- Pupils who receive the pupil premium funding do not achieve as well as their peers in reading, writing and mathematics.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Several observations were conducted jointly with senior leaders. In addition, inspectors observed small groups of pupils being taught by teaching assistants.
- Inspectors heard pupils from Years 2 and 6 reading and they also held meetings with a group of pupils and the school council.
- Meetings were held with senior leaders, staff, the Chair of the Governing Body and two other governors, a representative from the local authority and a consultant who works regularly with the school.
- Inspectors looked at a range of documents including the school's information on pupils' current progress, planning and monitoring documents, and records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school's arrangements for spending, including the additional funding for sports and the pupil premium.
- The inspectors took into account 23 responses to Ofsted's online questionnaire, Parent View. They also had informal discussions with parents at the start of the school day. They took account of 25 responses to the staff questionnaire.

Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Joseph Skivington

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The large majority of pupils are from White British backgrounds.
- The proportion of disabled pupils or those who have special educational needs is just above the national average.
- The proportion of pupils supported by the pupil premium (additional government funding which supports pupils known to be eligible for free school meals) is above the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Early years provision consists of a Reception class providing full-time education.
- The school is part of a Trust made up a group of six, soon to be seven, neighbouring primary schools which collaborate to help strengthen work between schools and the community.
- The school provides a breakfast club which is managed by the governing body. There is a privately run after-school club on the school site. This provision was not part of the inspection at this time and is in addition to the activities provided by the school,
- The school holds the Silver Bike It+, Sainsbury's Silver School Games Mark and Bronze Level Healthy Child Quality Mark.

What does the school need to do to improve further?

- Raise standards in reading, writing and mathematics further by:
 - improving the quality of teaching so that more is typically outstanding
 - increasing the opportunities and challenges for pupils to develop their skills in writing and mathematics in other subjects, especially the most-able.
 - making sure that pupils have enough time to act upon teachers' feedback about how they can improve their work
 - eliminating the gap between disadvantaged pupils and others' attainment.

Inspection judgements

The leadership and management are good

- The headteacher, deputy headteacher and governors are all committed to the school and its continued development. There is a shared vision to continue to improve with a culture of good relationships, good teaching and high expectations in all areas of school life.
- The information on how well pupils are doing is well understood by leaders and governors. There are regular meetings to review the progress pupils are making and, when necessary, additional support is put into place which is helping pupils catch up with others.
- Senior and middle leaders are experienced and have a good understanding of their roles and responsibilities. They make good use of the effective support from the Trust to assist the school's development, to monitor standards and pupils' progress and to improve the outcomes for all pupils.
- There are good systems in place, shared by all staff, to make sure that teachers' performance is linked to pupils' outcomes and the school development plan.
- School leaders monitor the quality of teaching accurately, address any underperformance and effectively assist staff to improve their performance if needed. Leadership and management are not yet outstanding as they have yet to generate the outstanding teaching needed to raise standards to the highest levels.
- Pupils have a broad experience in their learning across a range of subjects. They now have more opportunities to develop their reading, writing and mathematical skills in different subjects. However, this is not consistent in all classes. Pupils say they enjoy the topics they learn about, the visits they go on and having visitors to the school. All these help to deepen their understanding.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. All pupils are fully involved in daily school life which includes a range of projects and visits, for example, from the Plymouth Centre for Faiths and Cultural Diversity. Such speakers help to prepare pupils well for life in modern Britain. Pupils in Key Stage 2 have the chance to take part in a residential trip to Grenville House in Brixham where they experience outdoor activities and develop their team-building skills.
- All school staff fully support equality of opportunity and do not tolerate any form of discrimination. The school promotes strong values that are shared across the school.
- The senior leaders and governors have good relationships with many of the parents. Several parents spoke about the additional effort the school puts in to support both pupils and their families.
- The school uses pupil premium funding effectively to provide additional support for pupils in reading, writing and mathematics. School leaders and governors monitor the impact of spending very closely and make adjustments to meet the needs and eliminate any gaps in the progress pupils make.
- The local authority provides light touch support. The school also receives useful support from an independent consultant who works closely with the school on raising standards.
- The school uses the primary sports premium funds effectively to improve pupils' well-being. It has provided training to develop teachers' skills in teaching physical education. It has increased pupils' participation and engagement in a range of activities both in school and in local competitions and festivals. For example, Year 6 performed a dance as part of the 'Celebration of Music' festival at Plymouth Methodist Hall, in May 2015. The funding also pays for a wider range of after-school sports clubs including football, basketball and netball.
- Effective safeguarding arrangements fully meet requirements, with procedures in place to ensure all pupils are safe.
- **The governance of the school:**
 - The governing body is an effective group that provides both challenge and support to school leaders. Throughout the year, governors visit the school frequently to review the school's performance and the progress different classes make. Governors present termly 'governor awards' for pupils who have achieved well in all areas of school life.
 - Governors receive regular updates from the headteacher on the quality of teaching and pupils' progress. They ensure that good teaching is rewarded when teachers' salaries are reviewed and that underperformance is addressed. Governors manage the school's finances rigorously, including the use of funds for the pupil premium and the primary sports premium.
 - Governors take advantage of the training offered by the local authority as well as sourcing support from the Trust and an independent consultant. They ensure that all statutory and safeguarding requirements are met.

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

- The behaviour of pupils is good.
- Pupils are friendly and welcoming to each other and visitors to the school. They behave well throughout the school day and any incidents are managed well by adults in the school.
- Pupils are proud of their school. They are keen to take on responsibilities. For example, the older pupils act as play leaders, known as 'squaddies', at breaktimes and arrange activities for younger pupils. The school council have been actively involved in consulting their classmates about the changes to the new school uniform and were very pleased to be involved.
- There have been no permanent exclusions in the last three years.
- Behaviour is not outstanding as a few pupils on occasions are distracted away from their work when work is not sufficiently challenging.

Safety

- The school's work to keep pupils safe and secure is good. Parents and pupils who spoke to inspectors were all in agreement that children feel safe at the school.
- The good pastoral care is a strength of the school. There are systems in place to support pupils who are in need of additional adult attention and guidance.
- Pupils are aware of the different types of bullying. They speak with confidence about their understanding and how Anti-bullying Week supports and helps them to be aware of the different forms of bullying. Pupils can identify the different forms of bullying such as cyber bullying, name calling and physical bullying. All those who spoke to inspectors said that they know what to do if they have concerns and are confident that the school does not tolerate any forms of bullying.
- Pupils are aware of how to keep themselves safe in various situations, for example when using computers and working on line.
- The school provides a good level of care before and after school. Pupils regularly attend breakfast club which helps them to socialise and engage in activities before starting the school day. After-school clubs provide snacks and a range of well-organised activities for pupils. During the inspection, the after-school drama group performed its entertaining production of Robin Hood at the Goschen Centre at Plymouth College of Further Education.
- The school has improved attendance and now it is just above average; senior leaders continue to promote its importance. Good attendance is rewarded and pupils from a very early age understand the importance of coming to school.

The quality of teaching is good

- Teaching in all years is good. This supports the good progress pupils now make in reading, writing and mathematics as they are beginning to have more chances to practise these skills in other subjects. However, teaching does not always sufficiently challenge the most-able pupils to achieve the higher levels in all subjects.
- Teachers and teaching assistants have good subject knowledge and work effectively together to meet the needs of pupils in different classes.
- Teachers' use of questioning is good and helps them to assess the progress pupils are making. Combined with senior leaders' rigorous monitoring of teaching, teachers' assessments are used effectively to provide additional support for any pupils identified at risk of underachieving
- Teachers insist on high levels of behaviour and manage their classes well. This in turn creates a positive environment for learning in which pupils want to be successful.
- Teachers regularly mark and provide feedback to pupils. However, some teachers do not provide pupils with enough time to follow the advice on how they can improve their work.
- The teaching of reading is good throughout the school. Pupils of all ages enjoy reading and use their phonics knowledge (the sounds letters make) to read more challenging words.
- Teaching and pupils' progress in writing are improving. Pupils are beginning to practise their writing in different subjects but this still does not happen often enough across all subjects. Some pupils respond well to the opportunities and make more rapid progress in writing. For example, in Year 1, pupils rapidly developed their writing skills in history as they wrote about the work of Isambard Kingdom Brunel and the construction of the Royal Albert Bridge across the River Tamar.

- The teaching of mathematics is good. Pupils spoke with enthusiasm about their lessons and the challenges they have to use their skills. For example, pupils in Year 5 were challenged to create graphs in science to show the changes in daylight hours throughout the year. However, this is not evident in all classes.
- Homework is set on a regular basis for all classes. Pupils have extended tasks to complete and these have had a positive impact on their learning, ensuring they can practise their skills in reading, writing and mathematics in a variety of different ways.

The achievement of pupils

is good

- Children start in Reception with a range of different skills and experience at levels below those typically seen for their age, especially in language development. However, as their learning needs are assessed early, they quickly settle into the school's routines and make good progress.
- The proportion of pupils that reached the required standard in the Year 1 phonics check in 2014 was above the national average. The outcomes for 2015 continue to reflect the importance the school places on regular phonics lessons. These ensure that pupils' achievement continues to improve and that pupils can read with confidence.
- Pupils' attainment in writing at the end of Key Stage 1 has been slower than in reading and mathematics. However, the outcomes in the 2015 tests indicate that rates of progress are accelerating.
- From the national test results at the end of Key Stage 2, pupils' levels of attainment in reading, writing and mathematics indicate good progress from their starting points. The 2015 outcomes at the end of Key Stage 2 continue to show a year-on-year improvement. More pupils now achieve the higher levels in reading and mathematics. However, pupils' writing is not consistently extended so that they regularly succeed in attaining higher levels.
- The most-able pupils generally make good progress, particularly in reading and mathematics, in both Key Stage 1 and 2. In 2015, a higher proportion of the most-able pupils reached the higher levels in reading than in previous years.
- Disabled pupils and those who have special educational needs make good progress from their different starting points in all year groups. The good support provided by class teachers and teaching assistants ensures the work is at the right level for them to make progress alongside their classmates.
- Disadvantaged pupils have previously not achieved as well as other pupils in the school. In the 2014 Year 6 tests, the gap between their attainment in reading, writing and mathematics was four terms behind other pupils in school. Compared to pupils nationally, the gap was about three terms behind for mathematics and four terms for writing and reading. However, the early indications of 2015 outcomes, the school's assessment information and pupils' books show that disadvantaged pupils are now making faster progress this year in all subjects but have not completely closed the gap with others.

The early years provision

is good

- To help children to settle into the Reception routines, teachers visit children's pre-schools and their homes. Assessments carried out when children arrive are used to plan activities in direct relation to their different abilities. Children benefit from the carefully chosen activities available to them and use the indoor classroom and outdoor spaces effectively to develop their learning.
- The Reception class is well led and managed by experienced staff who understand the needs of the children well. Teachers, teaching assistants and volunteers, including the Chair of the Governing Body, work together to create a highly effective team which gives children a good range of experiences. These help to support and develop children's self-esteem to make sure most children are ready and confident to move to Year 1.
- This year, more children are achieving higher standards in speaking, listening and developing relationships. Results are now closer to the national standards.
- The quality of teaching is good in all areas. For example, the teaching of letters and the sounds they make (phonics) is modelled well to help children at the early stages of reading to understand letters and the sounds they make. Outstanding practice was observed in a phonics lesson. Children were fully engaged and enjoyed learning the different sounds letters make and they made rapid progress.
- The progress children make is well documented in their 'Learning Journeys'. The children enjoyed talking to the inspectors about their work and looking at photographs. This shows their good progress since they started in the Reception class.
- Disabled children and those who have special educational needs make progress in line with the majority

of other children in the class. Their needs are identified quickly and they receive well-targeted support within the main classroom setting.

- Children’s behaviour is consistently good. They work sensibly and play together well.
- Safeguarding is effective with risk assessments in place to ensure children are safe at all times.
- Parents say they are very happy with the care and support their children receive and that staff are very approachable.

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

Unique reference number	113292
Local authority	Plymouth
Inspection number	456246

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Janice Carr
Headteacher	Joe Roberts
Date of previous school inspection	12 July 2012
Telephone number	01752 567649
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