



# Stoke Damerel Primary School

## Inspection Report

**Unique Reference Number** 113287  
**LEA** Plymouth  
**Inspection number** 279137  
**Inspection dates** 25 January 2006 to 26 January 2006  
**Reporting inspector** Laurie Lewin AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Collingwood Road
<b>School category</b>	Community		Stoke
<b>Age range of pupils</b>	4 to 11		Plymouth, Devon PL1 5PA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01752 567686
<b>Number on roll</b>	316	<b>Fax number</b>	01752 500331
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Bridget Prideaux
<b>Date of previous inspection</b>	5 June 2000	<b>Headteacher</b>	Mr Richard Marsh

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 25 January 2006 - 26 January 2006	<b>Inspection number</b> 279137
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an average sized urban school. Around a quarter of the pupils come from home backgrounds that reflect significant levels of social deprivation. The proportion of pupils with learning difficulties and disabilities is similar to most other schools. Most pupils are White British with a small proportion of pupils coming from other ethnic backgrounds. A small number of pupils speak English as an additional language. The attainment of pupils on entry to school is below average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school that enables pupils to make sound progress. Outstanding provision for their support, care and guidance ensures that pupils show good personal development and behave well. Sound leadership and management have enabled the school to improve at a satisfactory rate since the last inspection. Effective initiatives are in place to ensure continued development in the future. The school currently provides satisfactory value for money. However, systems for managing and checking on the performance of staff are not rigorous enough. Self-evaluation is not as accurate as it should be, with the school, for example, currently judging its own effectiveness as being good, rather than satisfactory. Staff are not involved enough in assessing the strengths and weaknesses of the school.

Strong provision in the Reception classes helps children get a good start and most reach the expected levels. Across the rest of the school teaching is mainly satisfactory. As a result, most pupils make sound progress and reach average standards. However, weaknesses in some aspects of mathematics and science teaching in the junior classes mean that progress in these subjects is slower than it should be. Pupils with additional needs make good progress as a result of very well organised support.

### What the school should do to improve further

- improve the rigour of systems to manage staff performance and effectiveness
- improve the teaching of calculation and problem solving skills in mathematics and investigation skills in science for pupils in the junior classes, to accelerate the progress they make in these subjects
- improve the accuracy of the school's self-evaluation and ensure all staff are fully involved in this process.

## Achievement and standards

### Grade: 3

Most pupils achieve satisfactorily. From a low starting point, with below average standards on entry, children make good progress in the Foundation Stage so that by the time they start Year 1, most reach the expected levels. Throughout the rest of the school progress is satisfactory, with pupils achieving average standards by the ages of 7 and 11. However, progress that pupils make in Years 3 to 6 in mathematics and science is not as good as in English. Pupils' calculation and problem solving skills in mathematics and their investigative skills in science are particular weaknesses. The school has suitable plans in place to improve performance in these areas.

Pupils with learning difficulties and disabilities and those who speak English as an additional language make good progress. Boys achieve significantly less well than girls when they start school especially in terms of their social, emotional and language skills. However, through very effective guidance and support boys catch up substantially by the end of Year 6. The school sets suitably challenging targets for Year 6 pupils' performance. These targets are broadly met in English but not in mathematics.

## Personal development and well-being

### Grade: 2

Personal development and well-being are good. Pupils have very positive views about their school. They love it because other children are friendly and because the teachers, teaching assistants and midday supervisors are all especially helpful and kind, which makes them feel very safe. Pupils enjoy extra responsibilities and carry these out well. For example, at break times, Year 6 pupils clearly enjoy looking after younger pupils, with whom they form strong relationships. Younger pupils say 'we're really proud to have grown up friends in the top class'. Pupils are cheerful, well behaved, relaxed and friendly and they are very polite to visitors. They told inspectors that they hate missing even one day at school, and attendance is consistently good.

Spiritual, moral, social and cultural awareness is well promoted so that pupils develop a sensitive and caring attitude. For example, from the reception age group upwards all individuals acquire good skills of listening to each other and sharing and expressing their feelings. These qualities contribute strongly to the very calm and positive atmosphere within the school. Pupils have a good understanding of the importance of eating healthily and taking regular exercise. Through charity fund-raising projects they gain a good awareness of the value of contributing to those who are less fortunate than themselves. The school is rightly aware that it does not place enough emphasis upon developing practical skills that involve pupils in learning how to handle money and small budgets confidently.

## Quality of provision

### Teaching and learning

#### Grade: 3

Standards achieved and progress made by pupils show that teaching and learning are satisfactory. Pupils form good relationships with staff and Year 6 pupils spoken to said, 'teachers always understand us and try their best to help us if we get stuck'. Teachers manage pupils' behaviour well and create a positive atmosphere so that pupils work purposefully and with enthusiasm. Teaching assistants support pupils with learning difficulties and disabilities very well. In the junior classes, pupils do not progress as rapidly as they could in mathematics because teachers do not always place a strong enough emphasis on developing calculation and problem solving skills. Similarly, in science, progress is too slow because junior class pupils are not given enough chances to develop their investigative skills. Good teaching in the Foundation Stage ensures that children are provided with a good range of well structured activities to move them on.

Teachers carefully record the progress that pupils make in their classes and use this information effectively to set targets for individuals. However, current systems to collate such information for all classes are rather cumbersome and do not give staff the 'big picture' of pupils' progress across the school. Very good provision for pupils with learning difficulties and disabilities helps them to make good progress with their

learning. This was seen, for example, with a group of junior pupils who worked very enthusiastically in the Information and Communication Technology (ICT) suite, with a specialised computer program that strongly reinforced their spelling skills.

## **Curriculum and other activities**

### **Grade: 2**

Curriculum provision is good and enhanced by lots of extra activities. Strong provision for children in the Foundation Stage, with especially effective support for their social and emotional development, helps them make a good start to school. Pupils appreciate the wide range of after school activities and visits made to places of interest such as the Eden Project and local historic buildings. The visits are used well to add to pupils' learning, interest and enjoyment. The school is good at ensuring that ideas about healthy living and the importance of keeping fit are ingrained into the curriculum programmes and daily school life. Curriculum planning for the junior classes does not ensure the provision of enough in-depth practical work in science or enough chances for pupils to use and apply their mathematical skills in problem solving tasks. Pupils' information and communication technology skills are not always sufficiently used to aid learning in different subjects.

## **Care, guidance and support**

### **Grade: 1**

The school has high standards of care, guidance and support. It makes the most of the strong links with partner organisations to boost pupils' personal development. For example, excellent work is done to promote pupils' fitness through the regular use of external sports coaches alongside the daily aerobics work-out sessions. Staff have a very thorough approach with promoting pupils' awareness of the need to eat healthy food. The school's full involvement in a social and emotional learning project has resulted in staff having much in-depth knowledge and skills and a wide range of learning resources to help pupils. The impact of this work is very evident in the calm and trusting atmosphere created throughout the school. Provision is further strengthened through staff training. For example, meal time assistants have had much intensive training to help them work more effectively with pupils during lunchtime. Pupils' welfare, health and safety are also very well provided for because the school is quick to seek and utilise advice and support from many outside agencies. Procedures for the proper safeguarding of children, including child protection procedures are rigorous. Pupils identified as having particular needs are carefully nurtured and given extra opportunities to succeed. Teachers give pupils clearly defined targets to help them progress with their work.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher works well with all staff to provide an atmosphere in which pupils work happily, develop well personally and

make sound progress academically. He works effectively with the governors and senior management team to ensure that the school moves forward at a satisfactory pace. Governors are suitably involved in the strategic management of the school and have established good systems to regularly survey the views of all members of the school community, including parents. The headteacher has carried out a full evaluation of the school's effectiveness. However, this evaluation is not accurate enough and staff are not sufficiently involved in the process. The system for managing staff performance is not rigorous enough. Although the quality of work of staff is satisfactorily monitored overall, lesson observations do not always highlight points clearly enough to help teachers improve their work and inform future training needs.

The school has developed very good systems to ensure that all members of the school community are kept fully informed about the wide range of events and activities that take place. The Foundation Stage is led and managed well and the support for pupils with additional needs is very well co-ordinated. The school has a satisfactory capacity to improve in the future.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

I am writing to let you know how much we enjoyed coming to visit your school. Thank you for making us so welcome and helping us during the school's inspection. We especially enjoyed hearing about the activities you said you enjoyed. • You work hard in lessons and show interest in the tasks that you are given. • Your school is a very friendly place and you behave well. • You like your teachers and you told us that they 'always understand us and try to help us when we get stuck'. We also think that all of the staff give you lots of help to improve. • You really appreciate all of the extra, interesting activities that the school provides for you. • The school does an excellent job of taking care of you. • We were impressed to see how much you know about the need to eat healthy foods and stay fit. • Your headteacher and staff work well together to make a calm and happy atmosphere in the school.

You make sound progress in lots of your work. However, we think teachers need to improve lessons in mathematics and science in the junior classes to help you learn more quickly. The school also needs to get better at checking what it is doing well and where it can improve. Your teachers and other staff should work closely with your headteacher to make that happen. Finally, we think the school should find better ways to help staff to continually improve their work.

Thank you again for being so helpful and friendly when we came to see you