



Manadon Vale Primary School

Inspection Report

Unique Reference Number 113301
LEA Plymouth
Inspection number 279140
Inspection dates 2 March 2006 to 3 March 2006
Reporting inspector Hazel Callaghan AI

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

Type of school	Primary	School address	St Peter's Road
School category	Community		Manadon
Age range of pupils	4 to 11		Plymouth, Devon PL5 3DL
Gender of pupils	Mixed	Telephone number	01752 705345
Number on roll	420	Fax number	01752 778373
Appropriate authority	The governing body	Chair of governors	Mr Richard Price
Date of previous inspection	30 October 2000	Headteacher	Mr Geoffrey Vaughan

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Manadon Vale is a large primary school. Most pupils are of White British descent with a small number from minority ethnic groups. Currently, there are no pupils in the early stages of learning English as an additional language. The number of pupils eligible for free school meals is low and the proportion of pupils with learning difficulties and disabilities is smaller than that found nationally. Pupils start school with above average standards, especially in their early language and mathematical skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Manadon Vale is an effective school that provides a good education for its pupils. Good leadership and management has ensured the maintenance of well above average standards. Pupils achieve well because of good teaching and an enriched curriculum that stimulates pupils' enjoyment of learning. Pupils' personal development is good and the pastoral care provided by staff is outstanding. There are well established procedures for monitoring the standards and progress of pupils but the school has recognised that they need to focus more carefully on different groups to ensure that all are making effective progress, especially in Key Stage 2. A good start has been made to supporting pupils' own evaluation of their work but procedures are inconsistent. The provision in the Foundation Stage is satisfactory. Good teaching ensures pupils achieve well in most areas of learning but insufficient time is given to pupils learning through independent free choice activities. The headteacher's evaluation of the school's strengths and relative weaknesses is accurate. Improvement since the previous inspection is good and the school has the secure capacity to improve further. It provides good value for money.

What the school should do to improve further

- make more effective use of the space available to provide a better balance of teacher-led tasks and children's free choice independent play in the reception classes
- build on the good start already made to use assessment data to focus more carefully on the progress of different groups so that pupils make better progress through Key Stage 2
- continue to develop strategies to support pupils' evaluation of their own work and progress.

Achievement and standards

Grade: 2

Standards are well above average and pupils make good progress in their learning. Pupils start school with above average standards. They make good progress in most aspects of their learning and many are well launched into the National Curriculum levels by the time they transfer into Year 1. Pupils make satisfactory progress in the development of their personal and social skills but their abilities to organise themselves and to plan their own activities are less well developed.

Standards have been well maintained at well above average levels in Year 2 and Year 6 for many years. Parents and governors are proud of the number of children who pass their 11+ exams, enabling them to enter local grammar schools. Most pupils make good progress through the school but their rate of progress is inconsistent. It is good in Years 1 and 2 but satisfactory overall in Years 3-6, with the best progress in Years 5 and 6. Most pupils meet the satisfactory targets set for them by the end of Year 6 but some of the more capable pupils do not always attain the high standards in writing that they should. Those pupils who have special gifts and talents are identified successfully and they are given good opportunities to extend their skills. Pupils with

learning difficulties and disabilities are well supported and make good progress from their relative starting points.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils' attitudes to their activities are very positive and they work hard. By Year 6, pupils are confident and eager learners. Pupils' above average rates of attendance confirm their enjoyment of school.

Pupils throughout the school behave very well. A small number of pupils in the reception classes have emotional and behavioural difficulties. These children are well supported and are now beginning to use strategies that help them cope with their difficulties. Pupils say they have no concerns over bullying. If it occurs, it is addressed quickly. Pupils' spiritual, moral, social and cultural development is good. Relationships are strong and pupils find great enjoyment in helping one another. The 'mentors scheme' is just one example of how pupils show care and support for each other. Pupils take responsibility eagerly and respond to the challenge well. They make an outstanding contribution to the life of the school. The school council in particular is very active in suggesting ideas that will prove beneficial to all. It even participates in the appointment of new staff. Pupils take an active part in supporting an extensive range of charities. They have a good understanding of the importance of healthy lifestyles and know how to keep safe. A large number participate in the additional sports clubs. Pupils are beginning to use their knowledge to make healthy eating choices. Older pupils are developing good interpersonal skills. They cooperate with each other well and have many skills that will support them well in their next stage of learning and later life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. However, there are inconsistencies between classes and it varies from satisfactory to outstanding. In the reception classes, teachers focus well on developing children's early language and mathematical skills and children achieve well in these aspects. There are not enough opportunities for children to learn through independent play activities and this slows aspects of their personal development. In the older classes, teachers use a variety of teaching styles that enthuse and motivate pupils. Activities build successfully on prior learning and are mostly well matched to pupils' different abilities. Sometimes, work is not sufficiently challenging, particularly for the more able pupils in writing. Marking is used well to suggest to pupils how they might improve their work, but the school is at an early stage of involving pupils in evaluating for themselves how well they are doing and how to improve. Pupils with learning difficulties and disabilities are well supported

and so make good progress. Teaching assistants play an important role in this facet of the school's work.

Curriculum and other activities

Grade: 2

The curriculum is good overall. In the reception classes, a good range of teacher-directed activities promotes children's good learning in the academic aspects of the curriculum, but there are insufficient opportunities for children to develop initiative, self-organisation and independence through self-directed play.

The curriculum for pupils in Years 1-6 is good and it is significantly enriched by additional activities and after school clubs. A strong feature is the way teachers bring pupils' learning alive with numerous trips and visitors to the school. Music is a particular strength with opportunities for pupils to learn a wide range of instruments. The teaching of French throughout the school also enriches pupils' learning. The provision for ICT has significantly improved and is being steadily developed to support pupils' learning across subjects. The curriculum is well matched to the needs of pupils of different capabilities, except for some of the potential higher attaining pupils. The school pays good attention to developing pupils' personal, social and health education and the understanding of how to develop safe and healthy lifestyles.

Care, guidance and support

Grade: 2

The provision for pupils' care, guidance and support is good. Provision for pupils' pastoral care is outstanding. Child protection and health and safety procedures are very strong. Very thorough risk assessments are carried out diligently. Pupils feel safe and secure in the school. They said, "The teachers take very good care of us". Staff value all pupils and are committed to their best interests. Parents are very appreciative of the excellent care the school takes of their children.

Pupils' academic and personal development is tracked carefully. However, information gained is not always used as well as it could be to set challenging targets for some of the more able pupils. Pupils are not consistently involved in evaluating their performance. Those with learning difficulties and disabilities are given good support so they can take full part in all activities. The school works effectively with parents and outside agencies to help pupils make good progress.

Leadership and management

Grade: 2

Leadership and management of the school are good and this has led to the effective maintenance of good academic standards, pupils' very good personal development and excellent pastoral care. The headteacher provides very effective leadership. He has high aspirations for the school and has redefined the management structure so that high calibre staff have the opportunity to develop the curriculum further and

promote pupils' better learning. There have been significant improvements since the previous inspection, especially in the development of ICT. The senior management team provide good levels of support to staff and there is a secure capacity for further improvement.

The school has well established systems for monitoring pupils' learning and the quality of teaching. Although standards are well above average and most pupils meet the targets set for them, the school is not complacent and looks for those pupils who could do better. Senior managers use assessment data increasingly to identify the relative achievement of different groups of pupils but they recognise that these skills need refinement in order for all children to make the best progress.

The knowledge and effectiveness of the governors have significantly improved since the previous inspection. They are very supportive of the school and are more challenging of its work than in the past. They are eager to improve further and have made an effective start to evaluating how their roles can be developed.

Parents play an important part in the life of the school and are very supportive of its work. They are increasingly involved in giving their opinions and suggestions. The headteacher knows his staff well and his evaluation of the school's strengths and relative weaknesses has been confirmed by the inspection.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	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	2	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	3	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Dear Children

I am writing to say thank you for making us feel welcome in your school and for helping us with our questions. We really enjoyed chatting to you and found everything you said very interesting. I thought you would like to know what we found out about your school.

What we liked about the school: • You are happy at school and enjoy your lessons. • You get on very well with each other and the adults in the school. • Most of you behave very sensibly and are kind to each other. • We think you try hard to do well in your work. • You know about keeping healthy and safe. • You are given lots of opportunities to take responsibility and you do it well. • You have lots of good ideas about how to make the school better and you help lots of other people with your fundraising. • The teachers look after you exceptionally well and help you feel safe and secure. • There are lots of clubs, after school activities, visitors to school and visits for you to enjoy that make your learning fun.

What we have asked the school to do: • We have asked teachers in the reception classes to give children more time to choose their own activities so they learn how to organise themselves and be more independent. • We have asked the staff to keep a close eye on how well you are doing so they know who needs help to work a little harder. • We have asked the teachers to help you recognise how you are getting on with your work and know what you need to do to make your work better.

Thank you again for being so polite and helping us.

Yours sincerely

Mrs Callaghan Lead Inspector