



# Stuart Road Primary School

## Inspection Report

**Unique Reference Number** 113288  
**Local Authority** Plymouth  
**Inspection number** 289572  
**Inspection dates** 9–10 November 2006  
**Reporting inspector** Jacqueline Marshall

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

<b>Type of school</b>	Primary	<b>School address</b>	Palmerston Street
<b>School category</b>	Community		Stoke
<b>Age range of pupils</b>	3–11		Plymouth PL1 5LL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01752 567668
<b>Number on roll (school)</b>	227	<b>Fax number</b>	01752 500318
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Jan West
		<b>Headteacher</b>	Mitchell Frame
<b>Date of previous school inspection</b>	27 January 2003		

<b>Age group</b> 3–11	<b>Inspection dates</b> 9–10 November 2006	<b>Inspection number</b> 289572
--------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Stuart Road Primary School is an average-sized primary school serving an urban community. It has classrooms on three storeys, limited playground facilities and no green space. The headteacher and new leadership structure have been in place for 12 months. Attainment on entry to the school is generally average. Most pupils are of White British heritage. The school has a greater than average proportion of pupils joining at times other than when they first start at school. These include a number of children from overseas, almost all of whom are in the early stages of learning English. An above average proportion of pupils are eligible for free school meals. The proportion of pupils with learning difficulties is average, but is higher in some year groups.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school's effectiveness is satisfactory and it provides a sound education for its pupils. The strong focus on good care results in pupils and parents alike praising the school's friendly atmosphere. This is well demonstrated in the way that all children, whatever their backgrounds, settle quickly, whether starting in Reception or joining from other schools or overseas. Consequently, pupils are good at welcoming new friends and develop caring attitudes to one another. Good relationships with staff and the wide range of interesting activities mean that pupils enjoy coming to school and behave well – all key factors in pupils' good personal development.

Pupils in Years 1 to 6 achieve satisfactorily to reach average standards because teaching overall is sound and the school provides a curriculum that meets pupils' needs appropriately. Children in the Nursery and Reception classes achieve well because of the good quality provision that has been developed. Whilst recently introduced initiatives have improved the quality of teaching, inconsistencies remain and pupils' progress is better in some lessons and classes than others. Although all teachers regularly check how well pupils are doing, not all make sufficient use of this information to plan lessons that challenge pupils enough and make them try hard. This prevents achievement from being better than satisfactory. The use of assessment to set targets in English and mathematics is improving soundly. This increasingly enables all staff and leaders to check how well pupils are doing and helps the pupils identify how to make their work better. However, these targets are not yet shared regularly enough and referred to consistently enough in all teachers' marking.

Leadership and management are satisfactory. Although school leaders make regular checks to understand the school's strengths and weaknesses and what needs to be done to improve, they are not sufficiently rigorous to ensure consistent practice so that pupils achieve well. Leaders know what is needed to take the school forward and have a good capacity to improve the school further, one example being the improved Foundation Stage provision that is now enabling children to achieve well.

### What the school should do to improve further

- Help teachers make better use of assessment information to plan lessons that always challenge pupils to achieve their best.
- Ensure that teachers' marking helps pupils understand what to do next to improve their work.
- Help school leaders improve their skills in checking and ensuring consistency of practice across the school.

## Achievement and standards

### Grade: 3

Achievement is satisfactory in Years 1 to 6 and pupils reach average standards. The number of pupils with learning difficulties varies from year to year and this affects the

standards reached, though these pupils make satisfactory progress. There are also a considerable number of pupils in some year groups who do not complete their whole primary education at the school, which also affects standards. School tracking data indicates that pupils who move in or out of school in this way progress satisfactorily. The pupils at an early stage of learning English achieve satisfactorily. Pupils' good attitudes to learning have a positive impact on their achievement.

Children's skills and knowledge as they start in the Nursery are broadly average, though they are below expectations in their communication and language skills. However, this varies year by year because of the small year groups and the varying proportions of pupils with learning difficulties. Because of the effective provision being provided, staff plan lessons that give children just what they need to improve. Consequently, progress is good.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral and social development, is good. This is reflected in pupils' enjoyment, positive attitudes and good behaviour. Right from the start in the Reception class, where personal, social and emotional development is good, pupils quickly learn to share and help one another because of the focus on developing these skills. Consequently, they get along well and help one another, as is demonstrated by their readiness to welcome new pupils to the school.

The pupils have a good understanding of the importance of a healthy lifestyle and how to stay safe, demonstrated daily as they move around the school. Cultural development is good because pupils' understanding of other cultures and living within multicultural Britain is developed well, particularly through the links with other schools around the world. This work has been recognised recently with a national award. Pupils enjoy taking responsibility and are proud to have an impact on the school community by being members of their school council. Whilst they gain a satisfactory economic understanding through the adequate development of their basic skills, these skills have yet to be developed effectively in all subjects.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory and is closely linked to the satisfactory progress pupils make through the school. Relationships between pupils and adults are good. Consequently, pupils enjoy lessons and are keen to learn. Behaviour is managed well. However, teachers do not always take sufficient account of assessment information to adapt work for pupils' capabilities. As a result, in some lessons, pupils could be challenged more and make even greater progress in their learning. Teachers' marking is inconsistent and, whilst there is evidence of effective marking in some classes, in

others, the often limited comments do not make clear to pupils how they can improve their work. Teaching assistants contribute effectively to pupils' learning, particularly when supporting pupils with learning difficulties, ensuring they make the same progress as others.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a satisfactory curriculum overall. In the Nursery and Reception class, the curriculum is good and enables children to do well. Throughout the school, the curriculum is enriched by a wide range of well planned activities outside the school day and the use of visitors and visits. These not only support pupils' learning but also help to foster pupils' positive attitudes. The provision of French, Mandarin and Spanish, and the range of musical activities, enrich the curriculum further. The programme of personal, social and health education gives pupils a clear understanding of how to keep healthy and safe and effectively promotes their good personal development.

Pupils' literacy, numeracy and information and communication technology abilities are developed satisfactorily and are enabling pupils to develop their skills for the world of work. However, teachers do not always remind pupils to use what they have learned in other subjects or plan enough opportunities to allow pupils to practise their skills.

## **Care, guidance and support**

### **Grade: 3**

Overall, care, guidance and support are satisfactory but with strengths in the pastoral care provided for pupils. Most pupils and parents recognise this is a caring school where pupils' well-being is important. This is a key factor in pupils' positive attitudes to school. Health and safety procedures are well understood and any pupils who are at risk are quickly identified and supported well. Support for pupils with learning difficulties, looked after children and those who have recently joined the school is satisfactory, allowing them to make the same progress as other pupils. Outside agencies and parents are involved effectively, particularly when supporting those pupils in the early stages of learning English as an additional language.

The academic guidance and support provided by the school are satisfactory but there are some inconsistencies. Procedures to enable the school to track pupils' progress more carefully have recently been introduced. However, assessment information is not used well enough in some lessons to assist teachers' planning, set challenging work or help pupils with the next steps in their learning. The quality of marking is satisfactory but it is not used consistently enough to show pupils what they need to do next to improve.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory and the school's understanding of its overall effectiveness is satisfactory. The new leadership team, alongside an increasingly involved governing body, analyses data and monitors teaching regularly to see where it is best and needs to be improved. They make realistic judgements of the school's performance and know how to take the school forward. They have demonstrated a good capacity to improve the school further, for example, in the Foundation Stage. Nevertheless, the process of checking and evaluating the quality of education and pupils' achievement is inconsistent, and not closely enough linked to the school's priorities. The school takes into account the views of parents, resulting in a very large majority responding positively when asked about the effectiveness of their school.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### 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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for talking to us and showing us your work when we visited your school. We think your school is giving you a satisfactory education that helps you to make sound progress as you move from class to class. You are taught satisfactorily and we are pleased to hear that you like school and that the grown-ups are kind and look after you well. We think that they help you to know just what you have to do to keep safe and healthy. We were happy to hear that there are plenty of things for you to take part in, such as the links you have with different schools around the world and your different clubs. We think you are good at welcoming new friends to your school, are polite to adults and behave well.

Your headteacher knows what needs to be done to improve your school and your teachers and the governors are working with him to do this. In order to make your learning even better, we have asked them to:

- Make sure you are given lots of opportunities that stretch you to do your very best.
- Make sure that teachers always help you to know what you need to do to improve your work.
- Keep checking exactly what the school does best and what could be better so that you all learn as well as you possibly can.

Thank you again for helping us with our work.