

# Eden Park Primary School

## Inspection report

---

<b>Unique Reference Number</b>	134775
<b>Local Authority</b>	Torbay
<b>Inspection number</b>	294169
<b>Inspection dates</b>	7–8 June 2007
<b>Reporting inspector</b>	Peter Clifton

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	498
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rod Coveney
<b>Headteacher</b>	Ken Kies
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Eden Park Brixham TQ5 9NH
<b>Telephone number</b>	01803 854011
<b>Fax number</b>	01803 572678

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	7–8 June 2007
<b>Inspection number</b>	294169

---

© Crown copyright 2007

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 three Additional Inspectors.

## Description of the school

This is a larger than average primary school. It was opened in September 2005 as an amalgamation of the infant and junior schools which occupied adjacent sites. At the time, the amalgamation, together with planned reduction in class numbers, was controversial. A major building project, including a purpose built Nursery and Reception Unit, new offices and extensively improved facilities, was completed in November 2006. The school has a Nursery with 78 places. Most pupils attend the school from the locality and nearly all are White British. The proportion of pupils with learning difficulties and disabilities is average, although numbers with statements of specific need are above average. At the time of this inspection, pupils were involved in a practical mathematics week in mixed-age groups from across the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Eden Park Primary is a satisfactory school with clear areas of strength. It has moved forward very well since it opened almost two years ago and is improving. Pupils' achievement is satisfactory and standards are average. Children come into the school with skills and abilities broadly as expected, although they have weaker communication skills. They make satisfactory progress in the Nursery and Reception to reach broadly average standards by the time they enter Year 1. Progress is satisfactory and improving across the school. Standards are average in Years 2 and 6. However, standards in science in Year 6 are not as good as those in English or mathematics because pupils' investigation and evaluation skills are weak across Years 3 to 6.

Pupils make steady progress because the teaching is satisfactory. Good relationships contribute well to pupils' clear enjoyment of learning. The practical mathematics focus has considerably enhanced pupils' enjoyment. However, teachers are not using assessment information well enough in a few classes. Consequently, pupils are not always being sufficiently challenged to produce their best. The pace of learning in a few lessons is too slow and pupils are not moved on quickly enough to new challenging activities. The curriculum is also satisfactory. There are strengths in physical education (PE), art and design, and music and the provision for English has improved. Leaders have identified the weaknesses in science and there are plans in place to remedy this. Leaders have rightly identified the development of information and communication technology (ICT) as one of their key priorities. This has partly resulted from the need to complete the new accommodation before renewing hardware. However, whilst the use of ICT across the curriculum as a tool for learning remains a weakness, there are firm plans in place to improve this. Overall provision in Nursery and Reception is satisfactory. However, recent improvements in accommodation provide good opportunities for outdoor play.

Links with parents are strengthening. Parents support the school well. They comment that it is a friendly place and that their children are happy. However, a small minority also said that a few pupils were poorly behaved. The school has recognised these concerns and has good procedures in place to deal with them. Consequently, leaders have rightfully noted an improvement in behaviour across the school, including lunchtimes. Pupils say that they feel very safe and comment that 'teachers look after us'. Pupils think that good behaviour is the norm and one older pupil commented that 'we don't really have bullies'. Pupils' personal development and well-being are now good. Pupils are well behaved and confident as a consequence of good care, guidance and support.

There are clear indications that the school has good capacity to improve further. Leadership and management are good. The headteacher, with very strong support from governors, has drawn together staff into a unified team. The well established senior leadership team is driving through change which is having a beneficial impact on achievement and standards, particularly in English and in Years 1 and 2.

### What the school should do to improve further

- Raise standards in science and improve the provision for investigative work.
- Sharpen the use of assessment information in teaching so that challenge to all pupils is more consistent.

- Improve the use of ICT to enhance learning in all subjects. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils make satisfactory progress through the school. This satisfactory achievement means that they reach broadly average standards by the time that they leave. Consequently, they have satisfactory skills to prepare them for the future.

Children's skills, knowledge and understanding are in line with the levels expected for their age when they first start school. Although they have underdeveloped speaking skills, they listen well. They make satisfactory progress through Nursery and Reception and most children reach the goals expected for this age group by the end of the Reception Year.

Pupils' results in the Year 2 national tests were average in 2006 in reading, writing and mathematics, with standards in writing being stronger. Current results in Year 2 show a marked improvement in standards in both reading and mathematics.

In 2006, Year 6 test results show overall standards to be average. However there were marked differences between subjects. In English, standards were exceptionally high; in mathematics, they were average; and in science, results were below average. This was mainly because there were too few pupils reaching the higher Level 5. Current overall standards show a similar picture with pupils making the fastest progress in English. Pupils with learning difficulties and disabilities, and particularly those with behavioural needs, make good progress.

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

### **Grade: 2**

Pupils are happy at school and most are keen to learn. Their attendance is satisfactory. In the playground, they behave well. They enjoy making up new games such as 'duck, duck, goose' and in mixed-age groups older pupils organise younger pupils very well and help them to understand the rules. Pupils' spiritual, moral, social and cultural development is good with social and moral development being the stronger elements. Pupils of different ages work well with each other and older pupils are confident enough to take the lead when necessary.

Pupils contribute well to their community through helping in the new library as junior librarians and in the playground as peer mediators. Peer mediators are trained to support those who need help through listening and asking questions. One of them explained that the children they help do not realise that they actually sort out their own problems. Class representatives contribute positively through the school council.

Pupils feel safe at school and say bullying is rare. However, when it does occur, it is dealt with quickly by adults and the pupils themselves are clear about the school's behaviour policy and reward system. Pupils know about the importance of a healthy lifestyle and keenly take part in extra clubs and sporting activities. The school has achieved the Healthy Schools Award and Activemark.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Good relationships between staff and pupils help pupils to enjoy learning. Staff are good role models and treat the pupils fairly. Teachers are well supported by teaching assistants in many classes. This particularly benefits those pupils with specific learning needs. In the Nursery and Reception, staff are sensitive to the personal needs of the children and this helps children to settle quickly into the daily routines of school.

Teachers generally plan their lessons well. Occasionally, planning lacks sharpness because teachers are not using assessment information well enough. As a result, pupils find that too little is expected from them. This is particularly the case for those pupils capable of working at the higher levels and they end up completing simple tasks. Although teachers' marking of pupils' work provides praise when work is done well, marking is inconsistent about how the work could be improved. The pace of learning in a few lessons is too slow because pupils spend too long sitting on the carpet. Teachers' use of interactive whiteboards is developing well across the school.

### **Curriculum and other activities**

#### **Grade: 3**

The school has worked hard to establish planning for different subjects since it opened. In the Nursery and Reception, there is a good balance between adult directed and child initiated activities; however, opportunities are sometimes missed to develop the children's vocabulary through well timed interventions. In Years 1 to 6, the mathematics curriculum is improving with problem solving and practical approaches being the focus for development. The science curriculum is not developing investigative skills sufficiently, although these are planned for better in Years 1 and 2 than in 3 to 6. Art is well developed across the school with good displays in classrooms. School planning now includes themes and topics creating links between subjects and making work more interesting for the pupils. However, at the moment, opportunities to develop ICT skills in other subjects are insufficient. The school has good provision in place to support pupils' personal, social and health needs. Pupils enjoy the residential trips, and local visits that enhance learning.

### **Care, guidance and support**

#### **Grade: 2**

The school looks after its pupils well and takes every step to ensure their health and safety. Requirements in relation to child protection and safeguarding are in place. Pupils say that they feel safe and valued and know that they can ask for help if it is needed. Teaching assistants provide good support for pupils with learning difficulties and disabilities. The support for vulnerable pupils, especially those with behaviour difficulties, is strong through the guidance provided by the pastoral support assistant and rewards identified in individual behaviour support plans.

Pupils' progress is tracked carefully and the information is used to give pupils targets for reading, writing and numeracy. Most pupils are fully aware of these targets. However, these are not regularly referred to in lessons and therefore the full benefit is not realised. Pupils

assess their work in progress books and this helps teachers to find out how confident pupils are in their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher, very well supported by the senior leadership team, has worked successfully to bring together staff from the two separate schools and establish an effective team of staff who work together well. New procedures and practices have been firmly established across the school and the senior leadership focused on key areas that need to be improved. In the Foundation Stage, the Nursery and Reception staff work well together.

Leaders at all levels show a clear awareness of strengths and weaknesses. The school's strategic plan for improvement identifies accurately all of the most urgent issues that need to be addressed, such as in science and ICT. Leaders have either made a good start in addressing these or have clear actions planned.

The work of governors in support of the new school has been a major factor in its initial success. They have quickly got to grips with identifying the most important aspects which needed to be improved and have provided a strong challenge and support to senior leaders to ensure that these have been tackled.

The new system for tracking pupils' progress is in place to help identify pupils who will benefit from additional support. However, the impact of this on pupils' progress is too early to judge.

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).



## Annex A

## 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?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

### 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	2

### 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>	2

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

24 May 2007

Dear Pupils

Inspection of Eden Park Primary School, Brixham, TQ5 9NH

Thank you for our very warm welcome to your school. We enjoyed talking to you in lessons and during your playtimes and were very impressed with how friendly you were. You gave us a lot of valuable information and this was a great help to us. We particularly liked your mathematics week and the range of practical activities. The school is giving you a satisfactory quality of education which enables you to make satisfactory progress and reach average standards. This is because the teaching and the curriculum are satisfactory. We think your school looks after you well and your personal development is good. The school is improving and it is led and managed well.

What we most liked about your school:

- The way your headteacher and other leaders are improving the school.
- The improvement being made in English
- Standards are improving in Years 1 and 2.
- Your teachers make sure that you are kept safe.
- You have positive attitudes to learning and you behave well.
- Your new facilities in Nursery and Reception.
- You have a good understanding about how to stay healthy.

We found that improvements are needed and have asked your headteacher and others to:

- Give you better opportunities to investigate in science.
- Make sure that you are always given activities which enable you to do your best work.
- Provide more opportunities to use computers to help you to learn.

We hope your school continues to improve.

Yours faithfully

Peter Clifton Lead Inspector