

# Pomphlett Primary School

## Inspection report

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<b>Unique Reference Number</b>	113317
<b>Local Authority</b>	Plymouth
<b>Inspection number</b>	311205
<b>Inspection dates</b>	11–12 September 2007
<b>Reporting inspector</b>	Christine Huard

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	victoria Wortley
<b>Headteacher</b>	David Angell
<b>Date of previous school inspection</b>	8 July 2002
<b>School address</b>	Howard Road Plymstock Plymouth PL9 7ES
<b>Telephone number</b>	01752 408966
<b>Fax number</b>	01752 482987

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Most pupils attend from the local area, although a significant minority travel from further afield. The percentage of pupils with learning difficulties and/or disabilities is below average. There are a few pupils who are learning English for the first time and a number from Traveller families. The attainment of children when they enter the Reception classes varies from year to year between below average and average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with many outstanding features. The key to its success is the strong leadership of the headteacher and the commitment and dedication of the whole-school team to ensuring that the school continues to improve. 'Pomphlett School is a wonderful school that makes the children feel part of a big family', was one comment. It expresses the views and sentiments of many parents and is a testament to the high level of support and care the pupils receive, particularly in relation to their personal development.

Actions taken to reverse a fall in standards in 2006, following a period of steady gains, were swift and effective. Strategies to improve reading and writing were particularly successful, resulting in high standards in English. Standards in science are also above average. Those in mathematics are a little above average but the school recognises that some higher-attaining pupils are not doing as well as they should because tasks have not always been challenging enough. Appropriate strategies to rectify this are already in place, but it is too soon to judge their impact. Children in the Reception class make a good start to their education in a lively and stimulating atmosphere.

The support pupils receive to help them to achieve their best is outstanding. Pupils fervently acknowledge that the setting of targets and careful marking help them to understand what they need to do to make progress in their learning. A wide range of rewards and sanctions serves as incentives for exemplary behaviour and encourages care and respect between everyone. The pupils love school and all those spoken to agreed that they would not want to change anything. They eagerly take on responsibilities such as playground and dining hall monitors, caring for the younger pupils in a mature and sympathetic manner. They have an outstanding knowledge of how to stay safe and enthusiastically extol the advantages of pursuing a healthy lifestyle. All these qualities together with good basic skills mean that pupils are well prepared for their future lives.

The curriculum is imaginative and inspiring. A wide range of visits and visitors enhance pupils' learning experiences and add to their enjoyment of school. Pupils have positive attitudes towards their work and enjoy good relationships with their teachers, who interact well with them. Teachers plan carefully, ensuring lessons are lively, relevant and challenging. They successfully motivate their pupils, who consequently learn effectively. Although marking is helpful and constructive, pupils are not consistently involved in assessing their own work and that of their peers in lessons on a day-to-day basis. Consequently, their understanding of what they need to do to improve is not as clear as it might be.

The headteacher is well supported by the senior leadership team. Subject leaders have identified appropriate areas for improvement and actions taken to improve pupils' achievement have proved relatively successful. However, action plans for improving achievement in specific subjects tend to lack clarity and a focus on criteria against which to judge success.

## Effectiveness of the Foundation Stage

### Grade: 2

Children in the Reception class make good progress and the majority join Year 1 having reached the standards appropriate for their age. However, a significant minority are still working towards the goals expected, particularly in their language, literacy and mathematical development. Teaching is lively and interesting. There is a good balance between those activities led by the

teacher and those that children choose for themselves. Visits to local shops and businesses and 'welly walks' make learning more relevant and exciting and enrich the curriculum further. The care and attention to children's welfare is good. Progress is carefully monitored, allowing activities to be planned at the right level to help children develop and learn. Behaviour in Reception is not yet as good as in the rest of the school. The decision to provide an extra teaching assistant to help children settle in and develop the social

### **What the school should do to improve further**

- Consistently provide opportunities for pupils to be more involved in assessing their own work and that of their peers in lessons.
- Make the areas for improvement and success criteria in subject leaders' action plans more focused and specific.

## **Achievement and standards**

### **Grade: 2**

Across the school, pupils achieve well and standards are above average. Progress in English and science is particularly good but in mathematics progress slips a little because higher-attaining pupils are not always sufficiently challenged. The school exceeded the targets set in English and met those in mathematics last summer. Targets for the current year are similarly challenging. The proportion of pupils with learning difficulties is declining because these pupils receive good support and achieve well. Pupils learning English for the first time and Traveller learners also achieve well because of the good, focused help they receive.

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

### **Grade: 1**

Pupils develop outstanding social and moral attitudes. These are underpinned by the strong ethos of this vibrant community. Assemblies and lessons provide excellent opportunities for pupils to be quiet and reflect. They explore the faiths and traditions of other cultures, which considerably enhances their understanding of growing up in a multi-ethnic society. Pupils greatly enjoy school and this is reflected in their above-average attendance. Behaviour in and around the school is exemplary. Pupils make an outstanding contribution to their school and local community and the school council is beneficially involved in the appointment of staff.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers are imaginative in their planning and they make learning relevant and fun for the pupils. Good subject knowledge gives them the confidence to be adventurous, particularly when using the interactive whiteboards. Pupils say they feel fully involved in their learning and tackle tasks enthusiastically. They are eager to learn because they find the teaching inspiring and exciting. They respond to questions thoughtfully and are encouraged to explore and share ideas with their 'talk partners'. Tasks are well matched to the needs of all pupils and teachers are now very aware of the need to extend the thinking and achievement of higher-attaining pupils in mathematics. Teaching assistants are very well deployed and provide good support, particularly for pupils with learning difficulties. Marking is good, but teachers do not always

ask pupils if they have achieved the aim of the lesson or give them opportunities to assess their own and others' learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is effectively designed to promote enjoyment of learning in all areas, including the main priority of developing pupils' basic skills in literacy and numeracy. Planning for mathematics has only just incorporated opportunities to extend the thinking of higher-attaining pupils and it is too soon to judge the impact of this. Information and communication technology (ICT) has been incorporated effectively and has been particularly successful in supporting the development of boys' reading skills. The outstanding programme of activities available at lunchtime and after school, as well as a wide variety of visits and visitors, enables pupils to improve their understanding and skills. There is an excellent programme to promote pupils' personal and social education and to extend pupils' knowledge and learning in drugs awareness, physical and emotional health.

## **Care, guidance and support**

### **Grade: 1**

'We don't need to say if anything is wrong, our teachers know us so well they can tell from our body language as soon as we walk through the door.' This was the comment from one pupil, and heartily endorsed by his peers. All staff who work in the school have a clear commitment to the care and support of every pupil. There are excellent links with outside agencies to further support pupils when needed. There are rigorous arrangements for risk assessments and there are secure procedures for safeguarding children. The monitoring of pupils' progress is excellent and pupils help in the setting of their own targets and have a good knowledge of how well they are learning. Pupils with learning difficulties are identified early and are supported very well with the result that many are removed from the school's special needs list.

## **Leadership and management**

### **Grade: 2**

The school's good leadership and management are characterised by shared values and a clear vision for further improvement. Staff and governors know how well the school is doing, and their self-evaluation is accurate. There is a clear understanding of what the school needs to do to improve and a good capacity to bring these improvements about and meet the challenging targets set. Data are used well to check performance and a robust monitoring system is in place to evaluate the quality of teaching and learning. Teachers are mutually supportive. They share and discuss good practice and this has a beneficial impact on the learning and progress made by pupils. The senior leadership team works closely with the headteacher and there is very good delegation of responsibilities. The role of subject leaders has significantly improved since the last inspection and they make sound contributions to the school improvement plan. This provides a good basis for ongoing improvement. However, the areas for development and success criteria in some subject action plans are not always specific enough. The governors provide good support and challenge and are fully involved in the strategic development of the school. The school has the confidence of the community it serves and parents are enthusiastic in their support of the school; as one parent commented, 'Our views and opinions as parents are welcomed and embraced by all staff'.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

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

13 September 2007

Dear Pupils

Inspection of Pomphlett Primary School, Howard Road, Plymouth, Devon PL9 7ES

Thank you for the very warm welcome you gave us when we visited your school. You certainly seem to be very happy and it was good to hear how you enjoy your work and all the extra activities in which you are involved. We think your school gives you a good education and is working hard to make it even better.

- These are the things we liked best:
- Your behaviour is outstanding and you are really keen and enthusiastic about your learning.
- You are all doing very well in English and science.
- You take very seriously the importance of keeping safe and of eating healthily at school and taking physical exercise.
- Teachers make learning fun for you and mark your work well.
- You have a varied curriculum and the special visits arranged to enhance it are excellent.
- You think that your teachers and staff take excellent care of you while you are in school, and we agree.
- Your headteacher and governors lead the school really well and are very keen to make it even better.
- We think that a few things could be even better:
- You do not have enough opportunities to say how well you think you have done in your lessons and how effective your learning has been.
- Teachers responsible for specific subjects need to be precise about what needs improving, and how they are going to judge the success of their plans and actions.

I am glad you enjoy your school and hope you will continue to work hard.

Very best wishes

Mrs Christine Huard Lead inspector

**Annex B**

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Lead inspector