

# Ernesettle Community School

## Inspection report

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<b>Unique Reference Number</b>	134802
<b>Local Authority</b>	Plymouth
<b>Inspection number</b>	322757
<b>Inspection dates</b>	24–25 June 2008
<b>Reporting inspector</b>	Mo Roberts HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<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	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joyce Harris
<b>Headteacher</b>	Barry Coppins
<b>Date of previous school inspection</b>	9 March 2007
<b>School address</b>	Biggin Hill Ernesettle Plymouth PL5 2RB
<b>Telephone number</b>	01752 201177
<b>Fax number</b>	01752 201178

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

This above average sized primary school has a nursery class and serves a community of mainly social housing. The number of pupils eligible for free school meals is high. The proportion of pupils with learning difficulties and/or disabilities is well above average. Pupils are almost entirely White British. The school was placed in special measures in March 2007 and received two monitoring visits prior to this monitoring visit and inspection. In September 2008 it will remain on the same site but is moving into entirely new buildings.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Ernesettle Community Primary School has made good improvements since the last inspection and is now a satisfactory school. In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

Most pupils enjoy coming to school and they are busy and active in their lessons and are keen to learn. Their behaviour is good and they accept guidance when it is required. All understand the school's code of conduct. Their personal development and well-being are good with increased and positive contributions to the school and wider community. However, overall attendance levels are still not high enough. The curriculum is satisfactory. It has been successfully adapted to make it more stimulating and to ensure that there are plenty of 'hands on' experiences and short tasks that help pupils keep focused on their learning. They and their teachers are rightly proud of their vibrant classrooms and the interactive displays that highlight good recent work. The pupils' rate of progress is improving because the school is using assessment data more effectively to monitor progress and to identify those who need more help. Individual pupils' targets help pupils understand what they are trying to achieve. Overall, pupils are making satisfactory progress and a significant proportion make good progress. Those in Years 2 and 6 are closer to reaching the standards set nationally for pupils of their age. However, not all pupils are completely fulfilling their potential because they are still catching up on basic skills and knowledge.

Teaching and learning are now satisfactory. Recent monitoring visits and the inspection show that the proportion of good lessons, while not yet consistently at this level, has been as high as 6 out of every 10 lessons observed. Staff have worked well in their teams to raise their expectations of what pupils can achieve and to make sure that lessons take full account of the very wide spread of abilities. Work generally matches pupils' needs, including those of pupils who have learning difficulties and/or disabilities, and vulnerable pupils receive good support and nurturing. However, the new marking system is not yet being used consistently and pupils' targets are not always as helpful as they could be in motivating pupils. Too few pupils understand the way teachers mark their work and how it can help them improve.

Care, guidance and support are satisfactory. Pupils feel safe and well cared for and they are aware of what they have to do to develop healthy lifestyles. The school's 'walking buses' are a good example of practical improvements made to help pupils keep safe and take regular exercise.

Leadership and management are satisfactory. The headteacher and his staff have clear plans for future developments; the school's self-evaluation identifies openly what still needs doing. The school's capacity to improve is satisfactory. This is evident from the recent improvements in the quality of teaching and learning. Subject leaders have begun detailed monitoring of the quality of the learning in their areas. They and the whole staff acknowledge that there is more to do to raise standards. The senior management team is stronger following the permanent appointment of a deputy headteacher. She has already had a good impact on developments. Governance is satisfactory and, thanks to additional support and training, now offers the school appropriate challenge as well as valuable support. There is less external support as the school is now able to work largely independently, although support is to continue to ensure the safe move into the new building in September and so that the staff and leadership team can keep clearly focused on raising standards further.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision in the Foundation Stage is satisfactory. Relationships are good and children make good progress in personal, social and emotional development, which has a positive impact on their learning. Most children are making at least satisfactory progress. The phonics programme is successful and has improved children's reading skills. Occasionally, children spend too long sitting on the carpet and they begin to lose interest and become unsettled. Topics are agreed across both Nursery and Reception classes, although currently teachers do not plan enough together to ensure fully children always build rapidly on previous learning. Some good examples of learning through play are evident in the nursery and, for example, when reception children performed short scenes outside. Children are able to develop their language skills well on these occasions. There are, however, too few opportunities for children to take responsibility for planning their own learning and following their own ideas, both inside and outdoors, in a purposeful way. The leadership and management of the Foundation Stage are satisfactory and staff have had had their required training on the new Early Years Foundation Stage.

### What the school should do to improve further

- Ensure there are more opportunities in the Foundation Stage for outdoor learning and for children to develop their independent learning.
- Raise pupils' attendance rates.
- Ensure pupils understand the way teachers mark their work and how it can help them improve, so standards continue to rise.

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' achievement is satisfactory. Children enter the Nursery class with limited skills that are below those typical for their age. They make steady progress in the Nursery and Reception classes and some do better than this. Overall, they are close to the expected standard by the end of the Foundation Stage, although early writing and knowledge of other cultures are still weaker areas. In Year 1, pupils make varied progress. Standards in Year 2 are now nearer to the national average, although few pupils are reaching the higher National Curriculum levels as this group has not had consistent teaching in the past. Recent assessments show pupils have made good progress in Year 2. Since January, progress is more consistent in all classes in Years 3 to 6 and pupils' work in Year 6 shows accelerated progress during this time. Teachers' predictions show pupils may just reach national expectations in this summer's tests. Again, the number expected to reach higher levels is low. Standards in mathematics are stronger than in English, where there is a legacy of insufficient writing in the past. Pupils have made good gains in science, where they have enjoyed the practical activities. Those with learning difficulties and/or disabilities also make satisfactory progress because of accurate assessment and effective support. 'Looked after' children make similar progress to other pupils in their classes.

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

### **Grade: 2**

Pupils make good progress in their personal development, especially in the moral, social and cultural aspects. Pupils' knowledge of other cultures is better than at the last inspection. Behaviour is good and pupils report that there is little bullying. Better attitudes to learning underlie the improved progress they are making. Pupils work well with their 'talk partners' and this gives them increased confidence to take an active part in class discussions. Although the school works hard with families to improve children's attendance, it is still below the national average. Pupils behave safely in lessons and around the school; they conscientiously heed warnings about the dangers of the adjoining building site. They help each other out at lunchtime if anyone has a problem and this is indicative of the stronger relationships that now exist. Their economic understanding is developing and pupils are confident to use their mathematics skills well, for instance when fundraising for various charities. They make a very positive contribution to the local community by, for example, periodically entertaining senior citizens and by participating in local events. They enjoy all the physical exercise provided, especially team sports. Their understanding of healthy lifestyles is satisfactory and is developing well in school. Older pupils are proud to take on duties in the life of the school as prefects and as school councillors.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Lessons are now consistently planned and managed. There is also improved consistency in planning across the different classes for each age group. Pupils have increased confidence in their speaking ability because teachers regularly focus on this area of learning throughout the day. Relationships between staff and pupils are good and teachers generally succeed in making learning active and fun. Pupils attend and respond well to teachers' instructions and questions. Those with learning difficulties and/or disabilities receive good support in lessons. Teachers no longer talk too long at the start of sessions and, as a result, pupils are keen to get on with their tasks and learning. Staff use praise effectively to motivate and encourage pupils to try new things. Teachers encourage pupils to assess their own learning and this helps them adjust their teaching as necessary. This information also helps them adapt subsequent lessons to meet pupils' needs, although just occasionally the pace of work slackens and still does not offer enough challenge to the more able pupils. Teachers are using a good new marking scheme, but they do not all give clear enough guidance about what pupils should do to develop and improve their work to meet their targets. Similarly, pupils' next targets are not always precise or short term enough and some are too complex. As a result, pupils have to wait too long to feel a degree of satisfaction and motivation can flag.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum has improved significantly since the last inspection. There is a comprehensive two year rolling programme of study, which meets statutory requirements. The school has adapted the curriculum to make it more relevant, interesting and stimulating for the pupils, although planning to consolidate and develop literacy and numeracy has not yet completely bedded in. Extra support programmes are beginning to raise standards. Visits and visitors to

school enhance provision well. Older pupils are very excited about the wide range of activities covered in their topic on the Second World War, which include learning to jive in dance, making cakes in a mathematics session, and experiencing a mock-up of an Anderson shelter. They were keen to talk about their recent trip to Dartmouth after following the journey made by many evacuees from Plymouth, and younger pupils fondly recalled their visit to a farm where they could hold baby ducks. An expanding range of sporting activities available at lunchtime and after school is helping to improve fitness levels. Provision for information and communication technology is just satisfactory but remains underdeveloped, partly due to the old equipment and restricted space in the current facility.

## **Care, guidance and support**

### **Grade: 3**

Pupils are cared for and all staff know them extremely well. The pupils say they are confident that adults will help them if they have any concerns. The school has very good links with a wide range of support services to ensure that pupils with learning difficulties and/or disabilities have good support and help. A number of highly skilled teaching assistants, learning mentors and counsellors provide targeted care and support. Procedures for monitoring attendance and behaviour have improved. All procedures for safeguarding children are secure and fully in place.

Academic guidance, while not quite as strong as the care and support, is improving. Tracking of pupils' academic progress is more rigorous and helps identify those who need additional support and those who could learn more rapidly. Most pupils know their targets, but these are not adapted regularly enough to keep them challenging and appropriate for all individuals. Many pupils are confident that teachers speak to them about their next steps in learning, but some written marking does not make sufficiently clear exactly what pupils need to do to improve their work.

## **Leadership and management**

### **Grade: 3**

The school benefits from the clear direction of the headteacher and new senior management team. With the whole staff, they have worked very hard to improve the school, although it is too soon for the results to be seen fully in raised standards. Coordinators are enthusiastic and all have sound development plans for their subjects. Increasingly, they monitor pupils' work in their subjects. This is helping to identify exactly where standards need to rise further to meet the school's targets so that pupils reach the national expectations for their age. The monitoring of teaching and learning is systematic and regular and this has contributed to the rapid progress the school has made since the last monitoring visit in January. Governors are supportive of the school's work and check regularly on its progress. They now get better information from the school's own monitoring which enables them to call the school to account. The school's development plan for the next academic year is due to be extended once the school is in the new building and additional priorities are clear.

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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?	3
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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

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

## Annex A

**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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

26 June 2008

Dear Pupils

Inspection of Ernesettle Community Primary School, Plymouth PL5 2RB

Thank you for helping us when we visited your school. We enjoyed talking with you and finding out about all the changes in the school. I was especially pleased by the confident, friendly and open way you talked to us in our discussions, in lessons, and around the school. Your speaking and listening skills have really come on well.

You are rightly proud of all the work you have done this year to catch up to the expected levels and your classroom displays show off all your work well. Your school has improved significantly and no longer needs to have extra help from outside so we have removed it from what Ofsted calls 'special measures'.

The good things about the school are:

- your improved behaviour and good personal development
- the way your lessons and topics are linked up and made interesting so that you are working harder and learning more
- the way that teachers make sure there are lots of different things to do in lessons and that the tasks are at the right level for each of you to learn more every day
- the clear leadership of the headteacher, deputy, other senior staff and governors.

In order to keep improving we have asked the school to:

- make sure the younger children have enough opportunities to learn outdoors and to help them decide for themselves some of the things they would like to find out more about
- work even harder to make sure you all get to school every day unless there is a very good reason why you cannot come
- make sure you all understand the new way teachers mark your work so it helps you improve and meet even harder targets and get to the national standards.

I also suggested that teachers make some of your personal targets more 'bite size' so you can see more quickly how you are improving. You can help yourselves by coming to school every day. Finally, we would like to thank you for the tasty cakes you made from the Second World War recipe.

Best wishes for the move to the lovely new building in September and for all your future learning.

Mo Roberts Her Majesty's Inspector

**Annex B**

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Her Majesty's Inspector