

# High Street Primary School

## Inspection report

---

<b>Unique Reference Number</b>	113273
<b>Local Authority</b>	Plymouth
<b>Inspection number</b>	338133
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	Rowena Onions

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 of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Samuels
<b>Headteacher</b>	John Lynch
<b>Date of previous school inspection</b>	15 March 2007
<b>School address</b>	High Street Plymouth PL1 3SJ
<b>Telephone number</b>	01752 225649
<b>Fax number</b>	01752 222031
<b>Email address</b>	high.street.primary.school@plymouth.gov.ukk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	29–30 June 2010
<b>Inspection number</b>	338133

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were observed. Nine teachers were seen teaching. Meetings were held with pupils, representatives of outside agencies, governors and staff. The inspectors observed the school's work, and looked at data concerning pupils' progress, the school development plan, reports from the school's improvement partner, governing body minutes and a range of other documentation. Fifty-five responses to the parental questionnaire were received.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress in English
- the impact of the curriculum and care, guidance and support on pupils' learning, progress and personal development
- the impact of school improvement initiatives on increasing pupils' progress.the impact of the school's work with parents and other partners.

## Information about the school

The school serves its local area in central Plymouth. It is located in an area of very high socio-economic deprivation. About half the pupils are eligible for free school meals. Although the majority of pupils are of White British origin, there is a rapidly increasing number of pupils with different backgrounds. Currently, 20 per cent of pupils have English as an additional language, including refugees and asylum seekers. These pupils speak 15 different languages. This represents a significant change since the last inspection. An above average percentage of pupils have a range of special educational needs and/or disabilities, including physical, emotional and specific learning difficulties. A significant number of pupils join year groups throughout the school during each academic year. This includes a number of pupils who have experienced difficulty in other schools. There are two official intakes into the Nursery class, at the beginning of the autumn and spring terms. Included in the Nursery provision is a Local Authority assessment unit. A number of parents of these children choose for their child to remain in the school beyond nursery age. The school governors run a breakfast club, which was inspected alongside the school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

High Street is a good school. It provides an outstandingly safe, secure and nurturing environment in which pupils can develop both academically and personally. Children enter the Nursery with extremely low skills and very limited experiences. They are given an outstanding start in their first year in school. Over subsequent years, pupils make good progress in learning to read and write and in mathematics. By Year 6, their attainments are broadly average overall, although lower than this in English. This is because a significant percentage – almost one third in the current Year 6 – have recently entered the country with little or no English. Because the school provides individualised education and support, all pupils achieve well. Their progress compares well with the progress of similar pupils nationally.

Pupils love their school. They come in smiling at the beginning of the day and talk excitedly of the wide variety of activities provided for them. Good teaching ensures their interest in class and a well-designed curriculum means that they are given the opportunities to learn and to grow personally. Teachers use assessment information very well to plan lessons which meet the wide range of needs in each class. Teachers are diligent in sharing with pupils the aim of each lesson. They are not, however, as consistent in sharing with pupils the criteria against which they themselves can judge how successful they have been. Teachers provide good oral feedback to pupils during lessons. However, although there are examples of good practice, the quality of marking is not consistent. Adults manage pupils very well. There are firm but friendly relationships developed between adults and pupils. Adults show very good levels of respect for pupils and this has a positive effect on pupils, who behave well and show high levels of concern and empathy for each other. This, together with their excitement for learning, demonstrates pupils' good social, moral and spiritual development.

Pupils receive outstanding care, guidance and support. Adults know pupils very well and provide extremely sensitive support where needed. The safeguarding of pupils is highly effective, providing an environment in which pupils feel safe and valued. There is regular monitoring of the progress that individual pupils make and the information is used well in setting targets and matching provision to need. The school is beginning to pull this information together to allow staff to check more easily that all groups do equally well, but this work is at an early stage. School improvement work has been successful in identifying and putting right common weaknesses in teaching, ensuring good pupil progress. Monitoring is not, however, sufficiently detailed to help the school raise the quality and impact of teaching to 'outstanding' by ensuring that minor weaknesses are identified and rectified. The vision and determination of the headteacher to ensure all children receive their right to the best possible education

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

shines through everything the school does. There is a strong school team of staff and governors supporting him in this. Wide-ranging partnerships with other professionals, agencies, other schools and community groups allow the school to very successfully support pupils and, where needed, their parents. The school's self-evaluation is honest and accurate and has helped to maintain good pupil progress despite the very significant change in the school's population. This, together with the strong shared school vision, means that the school has good capacity for sustained improvement.

**What does the school need to do to improve further?**

- Raise standards by:
  - ensuring that pupils have a clear understanding of what they are expected to know or be able to do by the end of a lesson, so that they can assess their own progress
  - ensuring marking is consistently clear in showing pupils how they could improve their work
- Improve the impact of school self-evaluation by:
  - developing the tracking system so it more easily allows the monitoring of the progress of groups of pupils
  - increasing the precision of the monitoring of teaching and learning so that minor weaknesses are identified.

**Outcomes for individuals and groups of pupils****2**

Pupils are interested and engaged in class. For example, pupils gained an understanding of erosion when investigating the flow of water over their own constructed islands. Their engagement and learning were heightened by their first-hand experience. Pupils learn to apply what they know. In a mathematics lesson, for instance, pupils demonstrated their ability to systematically solve problems when challenged to use their mathematical knowledge to redesign the England football kit. An above average percentage of pupils make two levels of progress between Years 3 to 6, and some exceed this. Good work has been done to successfully accelerate the progress of a small number of higher attaining pupils. Pupils with English as an additional language progress well. However, as many of them enter the school in Years 5 and 6, they do not reach average standards in English by the end of Year 6.

Pupils feel very safe and secure. For a number, the school provides a haven in which they can experience the joys of childhood which they might otherwise miss out on. Although attendance is average overall, it improves as pupils get older and are not as reliant on others to get them to school. This is a powerful illustration of pupils' positive attitudes towards their school. Pupils play a good part in helping the school to run well. The work of peer mediators who help pupils resolve any problems they may encounter in the playground is highly spoken of by other pupils. The school is particularly successful in helping pupils who find self-control difficult to learn to moderate their

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

behaviour. Cultural awareness is developing well, helped by the greater cultural mix in the school. Pupils develop a good understanding of how to keep healthy and most are very active. In many ways, pupils are being prepared well for their future education and working lives. They gain skills such as cooperation, concentration and resilience, as well as a wider knowledge of the possible directions their lives might take. Their broadly average basic skills and average attendance, however, mean that their overall development in this aspect is merely satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The mix of the excellent care, guidance and support and the way the curriculum is designed to engage pupils provides teachers with the environment in which they can successfully promote learning. Assessment is used well, especially in lesson planning and to meet the needs of individuals. Teachers are skilled in the way they use resources and the time of teaching assistants to focus on the next steps for each pupil. A key feature of the provision is the way the school uses expertise from its wide-ranging partnerships with others to enhance care and learning. A link with the local boys'

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

grammar school on a technology project, for example, provides boys in the school with good role models. Enrichment activities, such as school camp, are used well to foster problem-solving skills and personal qualities such as self-confidence and resilience. The school provides pupils with some opportunities to use skills over a range of subjects but has correctly identified the advantage of extending this further. The school day is extended through a range of very well attended clubs and activities as well as through the breakfast club which gives some pupils a very valuable calm start to their day. The strong emphasis on providing pupils with emotional support is much needed in a significant number of cases and means pupils are much better placed to make good academic progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher provides determined, principled and inspiring leadership. With the support of all staff, this is successfully translated into a school which evaluates its work thoroughly with a determination to make improvements. The focus on the individual provides good equality of opportunity and allows each pupil to benefit from the education provided. Data is used well to assess the progress of individual pupils and to adjust provision to their needs. However, the school is correct in identifying the need to improve the use of this data to more easily check on the progress of groups of pupils as well as that of individuals. Governors are supportive and active in ensuring that the school meets its statutory duties. They are playing an increasing part in helping to evaluate and develop the school. They play an important role in helping the school link with its community. The promotion of community cohesion is strong in terms of the local community. The school is central to many local initiatives to help support and develop the locality. Work to extend this more widely is already underway, for example through links with other schools in different circumstances and in the promotion of pupils' understanding of current national and world events. There are good plans for the further extension of this work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

A very large majority of pupils enter the Early Years Foundation Stage with skills and abilities well below those which are typical for their age. This is particularly the case for language skills. The provision for Nursery children is outstanding, including that for the children who are placed at the school for assessment, who are fully included within the provision. An extremely well planned, well balanced curriculum means that children, whatever their level of need, progress well and learn to adapt to and enjoy school. Good leadership and management have ensured that work to extend this quality of provision to the Reception Year is beginning to pay off. Activities provide the children with good opportunities to learn through working directly with adults, to practise what they have learned and to further their own interests. Good teaching is evident from teachers and teaching assistants alike. There is good, much needed emphasis on the development of communication and language. Because of their extremely low starting points, despite their good progress, the children's skills in communication, language and literacy remain well below expectations as they enter Year 1. Other aspects of their development are higher, but still below expectations. As in the rest of the school, the use of assessment to direct planning for individuals is good, but the use of data to evaluate the wider picture has only just begun.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## **Views of parents and carers**

Most parents and carers are highly supportive of most aspects of the school. They are particularly pleased with the way their child's needs are met and that their children feel safe and like school. Inspectors agree with these opinions. A small number of parents and carers would like the school to take account of their opinions more. Inspectors find that the school provides parents with both formal and informal opportunities to express their views and that the school is always ready to listen and discuss these and make changes where appropriate.

### Responses from parents and carers to Ofsted's questionnaire

The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at High Street Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	71	16	29	0	0	0	0
The school keeps my child safe	35	64	20	36	0	0	0	0
The school informs me about my child's progress	36	35	14	25	2	4	3	5
My child is making enough progress at this school	37	67	13	24	4	7	1	2
The teaching is good at this school	39	71	13	24	2	4	1	2
The school helps me to support my child's learning	33	60	17	31	2	4	3	5
The school helps my child to have a healthy lifestyle	41	75	10	18	4	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	69	13	24	1	2	0	0
The school meets my child's particular needs	33	60	21	38	0	0	0	0
The school deals effectively with unacceptable behaviour	29	53	20	36	2	4	0	0
The school takes account of my suggestions and concerns	35	64	12	22	6	11	0	0
The school is led and managed effectively	39	71	14	25	2	4	0	0
Overall, I am happy with my child's experience at this school	39	71	16	29	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 July 2010

Dear Pupils

Inspection of High Street Primary School, Plymouth PL1 3SJ

We really enjoyed our time at your school and would like to thank you for your help and friendly conversations. I know you will be pleased to know that we judge yours to be a good school.

Here are some of the things we liked.

- You make good progress in learning to read, write and in mathematics.
- Adults provide outstanding care, so that you feel safe and happy.
- You get on so well together and support each other so well.
- Teachers and other adults make your work interesting and fun.
- The staff get lots of people involved in helping them to help you.
- Children in the Nursery Year make an excellent start to their time in school.
- Everyone in your school, including you, is working together to make it an even better place.

To make things even better, this is what we have asked your school to do now.

- Make sure you know exactly what you should have learned and achieved by the end of a lesson and that marking always shows you very clearly how to improve your work.
- Develop school systems to check that you are all making the best progress.
- Help teachers find even the smallest ways in which they could make your lessons even better.

We are very glad that you like your school and can see why you do so. We think that you could help your teachers by continuing to work really hard and following up the suggestions that they make when your work is marked.

Yours sincerely

Rowena Onions

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**