

# Yealmpstone Farm Primary School

## Inspection report

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<b>Unique Reference Number</b>	113328
<b>Local Authority</b>	Plymouth
<b>Inspection number</b>	357320
<b>Inspection dates</b>	14–15 June 2011
<b>Reporting inspector</b>	John Carnaghan

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 of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Darren Jones
<b>Headteacher</b>	Heidi Price
<b>Date of previous school inspection</b>	26 March 2008
<b>School address</b>	Meadowfield Place Plymouth PL7 1XQ
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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by nine teachers and held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at its documents, policies, assessments as well as pupil, staff and 44 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Has recent attainment and progress improved, leading to higher achievement?
- Is teaching effective and does it consistently promote good progress?
- What has been the impact of the monitoring undertaken by school leaders and the governing body?

## Information about the school

Yealmpstone Farm is a little smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are White British and speak English as their first language. The percentage of pupils with special educational needs and/or disabilities is above average; the largest group of pupils in this category has moderate learning difficulties. The school holds the International Schools Award and Artsmark Gold. The on-site Nursery is privately run and managed and was not part of this inspection.

**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

This is a good and improving school with some outstanding features. Pupils enjoy school and are keen to learn. Effective teaching promotes good learning and progress. This is an improvement on previous years when progress was much slower. The curriculum promotes very strong personal development. Pupils have an outstanding grasp of how to stay safe and healthy because they have very good opportunities to explore these areas. Their contribution to the community is outstanding; the 'learning detectives' group takes its role seriously and provides first-hand feedback on the strengths and weaknesses of lessons. Attainment is improving but remains average. Strong support for pupils means that the achievement of all groups, including those with special educational needs and/or disabilities is good.

Most parents and carers hold very favourable views of the school. One typical comment was, 'A lovely school and all the teachers are always welcoming and seem to be really interested in each pupil's welfare.' Pupils are well cared for and know there is always a friendly adult ready to help them. They make a good start to their education in the Early Years Foundation Stage and are well prepared to start the National Curriculum in Year 1. However, the Reception class outside area is unattractive and lacks resources, limiting children's literacy opportunities. The school is aware of this and plans to make improvements, now that other building work has been completed.

Effective assessment informs lesson planning and triggers interventions for those who need extra help. Most lessons are lively and focused on learning; pupils behave well and their occasional restlessness is well managed. Lesson planning is effective and teaching assistants play a significant role in offering additional support. Occasionally, the pace in lessons slows and not all pupils are fully challenged, particularly when the teacher is talking to the whole class.

Numerous partnerships, such as links with the European Union, provide excellent additional opportunities for pupils to experience the wider world. They give greater breadth and depth to the curriculum, which has excellent international and arts dimensions. This supports the promotion of community cohesion which is excellent and has a very beneficial impact on the school, the local area and beyond.

The headteacher and senior team galvanise staff and channel their efforts to good effect. Strong self-evaluation, particularly the analysis of data, provides school leaders and the governing body with an accurate understanding of the school's strengths and weaknesses. Concerted actions have brought about improvements in teaching and progress and are beginning to raise attainment. The school's management systems run smoothly. Staff share the headteacher's ambitions and work well as a team to implement relevant plans for the future. The school has a good capacity for sustained improvement.

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

- Raise attainment by July 2012 through:
  - ensuring that all lessons have a good pace throughout
  - planning and delivering lessons so that pupils of all aptitudes are consistently challenged.
- Develop the outside area in the Early Years Foundation Stage by January 2012, so that it is more welcoming and has a wider range of stimulating resources that promote children's good learning.

## Outcomes for individuals and groups of pupils

**2**

As teaching has improved pupils' progress has increased rapidly and started to raise pupils' attainment, especially in English where they had previously lagged behind. Focused planning has closed the gap between girls' and boys' English attainment and incidences of weak progress have been addressed. Better targeted support for pupils with special educational needs and/or disabilities ensures the achievement of all groups of pupils is good. Pupils respond well to the teachers' high expectations and are keen to succeed. For example a good Key Stage 2 English lesson on improving sentences was thoroughly planned and prepared so that the pace of learning was brisk and all pupils were appropriately challenged at all stages. The teacher had high expectations and managed the class very well, with a good balance of praise and rigorous expectations so pupils were keen to succeed.

Pupils say they feel safe and happy at school, watched over by their teachers and friends. Initiatives such as 'bully-busters' and 'peer mediators' make a very strong contribution. They provide support for pupils to solve problems fairly and encourage harmonious playtimes and happy relationships. Pupils have an excellent understanding of how to stay safe and parents and carers strongly agree that Yealmpstone is a safe school. Pupils behave well in lessons and in the playground. The school's ethos of personal responsibility emphasises respect for others.

Pupils have an excellent understanding of how to live a healthy life and are keen to apply these factors to their own lives. They understand the importance of nutritious food, exercise and emotional well-being and confidently articulate opportunities the school provides for them. Pupils enjoy school and are proud of their school community. They are confident that their views are listened to. The school council is an active body, participating in such decisions as playground design. Attendance is above average with very low persistent absence. Pupils are enabled to apply and use their growing skills in interesting and motivating contexts.

Pupils' understanding of other cultures and ways of life is outstanding. Pupils rightly consider that their international and local links give them a very good understanding of people's different circumstances and cultures. An ethos of respect, responsibility and consideration enables pupils to develop strong common values and understand right and wrong.

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*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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

The creative curriculum provides memorable experiences. It makes effective links between subjects, ensuring that literacy is a strong thread throughout pupils' learning. The school uses its strong international links to give first-hand experiences of other cultures. The enrichment of the curriculum through such links and the highly popular after-school clubs are very good. The school's outside areas have been imaginatively resourced, for example a market garden helps pupils develop their wider skills in a secure environment. Imaginative play facilities contribute to pupils' responsible behaviour in the playground.

Teaching keeps pupils motivated and many pupils report they enjoy all of their lessons. Teachers have strong subject knowledge and plan well so there are varied activities, supported by interesting resources. Teachers question pupils carefully to check understanding and the well-judged use of praise makes a good contribution to the positive atmosphere. Books are well marked; teachers' friendly comments provide useful guidance to pupils on how to improve and the use of targets informs them about the next steps in their learning. Precise assessment information helps the school identify pupils who are falling behind. Teachers then select from a large menu of interventions, from one-to-one tuition to art therapy.

Most lessons are effective. However, occasionally, pupils are kept listening to teachers for too long, the pace slows and their concentration wanders. This may be compounded where pupils are treated as if they are all of the same ability so that, while teaching

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assistants support the less able, other pupils are insufficiently challenged in some parts of lessons.

All adults have a good understanding of pupils and their needs. Skilled teaching assistants tailor additional intervention strategies to pupils' requirements. The headteacher and special educational needs coordinator carefully track the success of these programmes. Numerous outside agencies, such as the educational psychology service, provide helpful additional support and have, for example, benefited the teaching of reading. The school's excellent partnerships include those with the on-site pre-school and secondary schools and ensure that transition into the school at age four and out of school at age 11 happens with the minimum of disturbance.

*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>2</b>

## How effective are leadership and management?

The senior leadership team and other managers share the headteacher's positive vision for the school and her high expectations. Leaders and managers use assessment information very well to identify underperformance and systematically tackle weaknesses. Thorough tracking displays information accessibly, so all teachers can identify significant trends. Improvements in teaching and learning have flowed from the school's more rigorous use of data to challenge teachers and to initiate additional support for specific pupils. Steady pressure to improve teaching and learning has paid off and it is now good, promoting faster progress and rising attainment.

The governing body evaluates the school systematically and knows its strengths and weaknesses. This enables the governing body to challenge the school and contribute fully to planning for the future. Good links with staff, pupils, parents and carers keep members up to date with developments and the governing body works well to ensure pupils and staff are safe. Safeguarding is effective; the school has clear policies, strategies and procedures to assure pupils' welfare. All staff are fully trained and recruitment is carefully managed. Pupils have a good grasp of how to stay safe and are especially well briefed about avoiding risks on the school visits that they enjoy so much.

Parents and carers enjoy numerous opportunities to interact with the school. A number of courses, such as reading workshops and a computer skills course, help them support their children. Weekly newsletters provide good information on forthcoming activities and the informative website provides headlines on changes to routines. Partnerships make an outstanding contribution to school improvement. Joint working with a variety of other schools, both local and distant, has improved teaching and developed the stimulating

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curriculum. Close working with Creative Partnerships underpins the very strong arts elements in the curriculum that led to the school gaining the Artsmark gold award.

The school's inclusive ethos is underpinned by its vision statement: 'The doorway to learning for the whole community'. Concerted action has closed gaps in attainment between different groups so, for example, boys' English skills are now similar to those of girls. Pupils report there is no discrimination.

Rigorous self-evaluation underpins excellent promotion of community cohesion. The school's actions have contributed to cohesion in the local community where the school is rightly popular. Associations through the Comenius initiative with numerous schools across Europe contribute to the International Schools Award. These include electronic links and exchange visits for pupils to Greece, Poland, Spain and France.

*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>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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress. By the end of the year, their attainment is broadly average in all areas of learning. This progress is made in a creative and caring environment, where staff know children thoroughly, value them as individuals and use warm praise to reward effort. High expectations for good behaviour and positive attitudes to learning result in children trying hard and developing responsibility to be good members of the class community. They learn respect for each other and play well on their own and in groups. During the inspection children enjoyed learning about Peter Pan, Tinkerbell and the pirates. The range of interesting activities had good outcomes for learning. Some children were able to write clear messages to go in a bottle, others used their imagination to make pirate ships and act out the Peter Pan story in costume.



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Children's learning, personal development and welfare are the overriding aim of teachers' thoughtful planning. Detailed assessments of children's learning guide teaching so it is personalised to meet the needs of all and ensure good progress. Children having difficulties are well supported and also progress well. Teachers' good knowledge and understanding of young children promote very positive relationships.

Adults share a common sense of purpose, ensuring a consistent classroom approach. Leaders are keen to develop provision, as part of their ethos of continual improvement to raise achievement. The outside area is currently rather plain and lacks stimulating resources, providing too few opportunities to promote children's literacy and is a focus for improvement. Parents and carers are valued partners in their children's education and their views and involvement are welcomed. Home visits contribute to an understanding of each child on starting school. Robust procedures safeguard children, ensuring their good health and well-being.

*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

## Views of parents and carers

Parents and carers hold very favourable views of the school. All who responded to the inspection questionnaire report that their children are happy at school and most say that the school keeps children healthy and safe and they are happy with their child's experience of school. A few parents and carers do not think the school takes account of their suggestions and concerns. Inspection evidence indicates that the school pays close attention to issues raised by parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Yealmpstone Farm 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. The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	59	18	41	0	0	0	0
The school keeps my child safe	25	57	17	39	2	5	0	0
My school informs me about my child's progress	21	48	20	45	3	7	0	0
My child is making enough progress at this school	23	52	17	39	2	5	2	5
The teaching is good at this school	25	57	16	36	3	7	0	0
The school helps me to support my child's learning	18	41	22	50	2	5	0	0
The school helps my child to have a healthy lifestyle	21	48	19	43	2	5	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)	18	41	22	50	2	5	1	2
The school meets my child's particular needs	18	41	21	48	4	9	0	0
The school deals effectively with unacceptable behaviour	12	27	25	57	4	9	1	2
The school takes account of my suggestions and concerns	13	30	22	50	7	16	1	2
The school is led and managed effectively	17	39	22	50	5	11	0	0
Overall, I am happy with my child's experience at this school	26	59	14	32	3	7	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



16 June 2011

Dear Pupils

**Inspection of Yealmpstone Farm Primary School, Plympton PL7 1XQ**

Thank you very much for being so friendly and helpful to the inspectors when we visited your school recently. We were pleased to see how much you enjoy everything about school.

This is a good school. You are well looked after, well taught and make good progress. Your attainment is similar to other pupils of your age. Your understanding of safety and health is excellent and we found that you make an excellent contribution to your school and the local community. The range of subjects and topics you study, known as the curriculum, is good and provides you with many interesting experiences, including trips.

These qualities happen because the headteacher and her team lead and manage the school well. Partnerships with other schools and organisations are excellent and promote an extremely good understanding of people from other backgrounds.

We have asked the school to make some improvements:

- Raise attainment by making sure all lessons have good pace, and challenge all pupils all of the time.
- Develop the outside area in the Reception class so it is more attractive and has more interesting resources.

You can help by improving your already good behaviour. Once again, many thanks for all your help.

Yours sincerely

John Carnaghan

Lead inspector

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