

Inspection of a good school: Yealmpstone Farm Primary School

Meadowfield Place, Plympton, Plymouth, Devon PL7 1XQ

Inspection dates:

24 and 25 May 2022

Outcome

Yealmpstone Farm Primary School continues to be a good school.

What is it like to attend this school?

Pupils thrive in this friendly primary school. They show care for one another and are respectful of others. Pupils enjoy learning across the curriculum. This is shown in their books and in learning displayed around the school. Expectations are high for pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Pupils are inspired by what they learn, leading them to think carefully about the world they live in.

Pupils speak about the kindness they receive from staff and other pupils constantly. One stated that they feel 'warm and cosy' when they come to school. Pupils follow instructions promptly and behave well, in and out of lessons. Pupils feel safe. They are adamant that bullying is rare, and that if it happens, they trust adults to deal with it swiftly. One parental comment, typical of many, states 'I know my child is safe'.

Pupils value the wide range of clubs that they are offered, including being part of the field gun team. They enjoy the trips organised by their teachers to support their learning. Parents appreciate the opportunities their children have to experience life beyond the local community.

What does the school do well and what does it need to do better?

Reading is a central priority in the school. Leaders provide pupils with a wide range of high-quality books. From the moment pupils join the school, they learn to read in a systematic way. Phonics sessions are highly structured. Pupils use their decoding skills well to sound out unfamiliar words. Books are matched to the letters and sounds that pupils are learning well.

Teachers thoughtfully choose texts that will be of interest to pupils to spark their curiosity and imagination. Pupils enjoy listening to their teachers read, as well as reading their own books independently. Pupils understand the importance of reading and that it will help them to become successful learners.

The mathematics curriculum is well structured. Learning is broken into smaller units that build knowledge progressively. Teachers use assessments to check pupils' understanding of new mathematical concepts well. They provide regular opportunities for pupils to recap their mathematical knowledge and skills.

Leaders have thought carefully about the curriculum content. They have crafted a curriculum to be broad and engaging. In most subjects, leaders have identified the important knowledge that pupils will learn, beginning from the early years. Leaders ensure that pupils' vocabulary develops progressively in subjects. Pupils remember most of the curriculum content they have recently been taught; for example, how to improve their jumping in physical education (PE). However, there are inconsistencies in the knowledge some pupils recall across some subjects. Leaders are working to rectify this.

In some subjects, assessment is used effectively to identify and address gaps in pupils' knowledge. For example, in the early years, teachers plan activities to assess what the children already know and can do. They use this to plan future learning appropriately.

Subject leaders are knowledgeable about their subjects. They ensure that teachers have a secure understanding of all subjects. However, leaders do not always know if the curriculum is taught as intended. COVID-19 restrictions delayed leaders' monitoring of subjects.

Pupils with SEND are fully included in all activities and school life. All staff are ambitious that they will do well. Staff make sure that pupils have the right help at the right time so they can be successful. They plan appropriate adaptations to the curriculum, while also supporting the wider development of pupils with SEND.

Pupils behave well in this school. Both staff and parents are rightly proud of the pupils' behaviour. Leaders have effective routines that help pupils know what is expected of them. Pupils who find it hard to concentrate often use the strategies staff provide them with successfully. This makes a positive difference. In Reception, staff quickly establish high expectations for children's behaviour. Children quickly learn the school's values.

Pupils are kind and considerate. They say that adults in school care for them. They learn about people who have different beliefs to their own. Staff promote pupils' self-esteem and confidence through many extra-curricular activities such as running and football clubs. Pupils learn about roles of responsibility and look forward to when they are eligible to be prefects and librarians, for example.

Staff are proud to work at the school. They appreciate the consideration that leaders give to their workload. They benefit from high-quality training, such as for phonics. Staff share the ambitious vision put forward by leaders and governors.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. Staff understand the school's procedures for safeguarding. They receive training to be able to spot possible signs of abuse. Concerns are recorded accurately. Leaders take the appropriate action when responding to concerns. They make sure that families receive support when they need it. Staff recognise the importance of promoting pupils' health, well-being and emotional development.

Pupils learn about the risks they face when at school, at home, in the community and online. Pupils feel confident that the adults at school are willing and able to help if pupils have concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified the essential knowledge they want pupils to know and remember across some foundation subject curriculums. This means pupils do not remember some of the key concepts. They are unable to build on prior learning and make connections between concepts taught. Leaders need to identify the essential knowledge pupils must know and remember across the school's foundation subject curriculums.
- When planning pupils' learning from some foundation subject curriculums, teachers do not know what the essential knowledge is that pupils should be taught. Consequently, pupils have gaps in their subject knowledge. Leaders need to support teachers to adapt the curriculum effectively so that pupils know and remember the important concepts.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	113328
Local authority	Plymouth
Inspection number	10199667
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	Local authority
Chair of governing body	Mike Deady
Headteacher	Heidi Price
Website	www.yfps.net
Date of previous inspection	29 September 2020, under section 8 of the Education Act 2005

Information about this school

- The school has joined a soft federation with two local nursery schools.
- The school buildings have been enlarged with a view to accommodate more pupils over the coming years.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the special educational needs coordinators, subject leaders and groups of staff.
- The inspector met with five members of the governing body and had a telephone conversation with a representative of the local authority.
- The inspector carried out three deep dives into subjects: early reading, mathematics and PE. For each deep dive, the inspector discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lesson, spoke to teachers,

spoke to some pupils about their learning, listened to pupils read and looked at samples of pupils' work.

- The inspector also spoke to leaders about the curriculum in some other subjects.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans, governor minutes and documentation relating to behaviour and attendance.
- The inspector scrutinised records and safeguarding documentation, including the single central record.
- The inspector took account of the 68 responses to Ofsted Parent View, including the free text comments. The inspector also spoke to parents. The inspector also reviewed the 29 responses to the staff survey.

Inspection team

Paul Walker, lead inspector

Ofsted Inspector

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