

# Inspection of Prince Rock Primary School

Embankment Road, Plymouth, Devon PL4 9JF

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Inspection dates: 11 and 12 June 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Cheryl Brake. This school is part of Learning Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Spry, and overseen by a board of trustees, chaired by John Butcher.

Ofsted has not previously inspected Prince Rock Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Prince Rock Primary School to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

Prince Rock Primary School provides an excellent education for all pupils. Pupils have many opportunities to be successful, both in the classroom and beyond. The school buzzes with aspiration and enthusiasm. Pupils here feel safe, happy and have a strong sense of belonging. They are part of a special community where everyone wants to 'be the best we can be'.

This is a highly inclusive school whose diverse population is celebrated and nurtured. The school's curriculum is broad, ambitious and relevant to the school community. Pupils achieve well academically. Those with special educational needs and/or disabilities (SEND) and those with English as an additional language (EAL) are effectively supported by knowledgeable and caring staff. As a result, pupils love coming to school and are highly motivated to learn.

Children in Reception Year get off to an exceptionally strong start. The school ensures that children are surrounded by high-quality language with plenty of opportunities to learn new vocabulary and deepen their understanding of the world around them. The wide range of activities, trips and visits complement what happens in the classroom and ensures that pupils are prepared well for life beyond primary school.

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

The school has designed its curriculum with meticulous attention to the important knowledge and skills it wants pupils to gain. The school has broken this down into small steps, so all pupils can learn effectively. Staff expertly make adaptations for pupils with SEND. As a result, pupils remember what they have learned. The work that pupils produce demonstrates this and reflects the high expectations the school has of them.

Learning routines are well-established, so pupils move seamlessly between carefully chosen activities. They learn at pace and teachers are quick to pick up on misconceptions. The school has strong systems to ensure that individual pupils receive additional help to keep up with their peers. This ensures that pupils in key stage 2 achieve well in national tests. In Reception, activities and learning opportunities are continuously adapted to reflect precisely what children need.

The relentless focus on high-quality spoken language and vocabulary development is a feature of every lesson. This starts in the early years. Pupils listen attentively to one another and show great maturity when taking part in discussions. When talking about their learning, pupils are articulate. Many can explain what they have learned and how they have learned it.

Staff teach the school's phonics programme extremely well. The school has prioritised reading. This means that children at the early stages of reading read books matched to the sounds they know. The school ensures that additional support

is exactly matched to the needs of individual children. In Reception, children draw on their phonics knowledge when completing other activities. In this way, the profile of reading is high from the moment children join the school. The school's reading curriculum in key stages 1 and 2 is accurately designed and expertly delivered. As a result, pupils enjoy reading.

Pupils, including children in the early years, who have SEND are quickly identified. The school ensures that class teachers adapt learning when needed. They use appropriate external support and regularly review pupils' progress. The school has a strong moral purpose. It monitors pupils' progression through the curriculum closely. This ensures that all pupils succeed, including disadvantaged pupils and those with EAL. Pupils play a full and active role in school life.

Behaviour in lessons is exemplary. Routines, including in Reception, are quickly established and well-embedded. This means pupils know what is expected of them at all times. Pupils understand the school's 'golden rule'. It guides pupils into making positive choices and supports their understanding of British values. As a result, bullying is not an issue. Pupils enjoy celebrating others' success. Older pupils are excellent role models for younger ones.

The school responds effectively to issues within the local community by supplementing its personal, social and health education curriculum with additional trips and visiting speakers. Pupils know how to keep themselves safe and healthy and understand the importance of equality. Pupils have a voice here; they take pride in their responsibilities and enjoy contributing to the school's development. Many take part in additional music, sport and academic clubs.

Staff at all levels are united in leaders' vision for the school. The school leaves nothing to chance. Leaders within the trust and local governors show a deep commitment to professional development. This means pupils in the school benefit from subject and pastoral expertise. All stakeholders are fiercely proud of their community.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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.

## Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143476
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10334721
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	412
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Butcher
<b>CEO of trust</b>	Simon Spry
<b>Headteacher</b>	Cheryl Brake
<b>Website</b>	<a href="http://www.princerock.co.uk">www.princerock.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is a larger-than-average primary school. There are above-average numbers of pupils with English as an additional language.
- The school was one of three schools to join Learning Academies Trust when it opened in 2016.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at the wider curriculum in history, geography, music and modern foreign languages.
- Inspectors analysed responses to Ofsted's online survey, Ofsted Parent View.
- Inspectors also considered the responses of staff to Ofsted's online survey.
- Inspectors spoke with groups of pupils during lessons and social times.
- To evaluate the effectiveness of safeguarding, the lead inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector met with the special educational needs and disabilities coordinator and discussed how pupils with SEND are identified and supported.
- Inspectors met with staff who oversee the personal development and behaviour of pupils.
- The lead inspector met with the chair, chief executive officer and director of education for Learning Academies Trust and members of the local governing body.

### **Inspection team**

Victoria Griffin, lead inspector	His Majesty's Inspector
Stewart Gale	Ofsted Inspector
Sally Hannaford	Ofsted Inspector

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