



# Yealmpton Primary School

## Inspection Report

**Unique Reference Number** 113268  
**LEA** Plymouth  
**Inspection number** 279131  
**Inspection dates** 21 September 2005 to 22 September 2005  
**Reporting inspector** Neville Grenyer HMI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Stray Park
<b>School category</b>	Community		Yealmpton
<b>Age range of pupils</b>	4 to 11		Plymouth, Devon PL8 2HF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01752 880446
<b>Number on roll</b>	157	<b>Fax number</b>	01752 881723
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Peter Bidgood
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mr David Barnett

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 21 September 2005 - 22 September 2005	<b>Inspection number</b> 279131
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## Introduction

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

## Description of the school

Yealmpton Primary School serves the village of Yealmpton and its surrounding countryside communities. It is an extended school and runs a breakfast club from 8.00 am and school care until 6.00 pm, along with many extra-curricular activities; after school care until 6.00pm is provided by Acorns stay and play club. It has strong links with Yealmpton Pre-School, which meets in the Community Centre, situated on the school campus. The number of pupils entitled to free school meals is low. The percentage of pupils with learning difficulties is about average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Yealmpton Primary is an effective school in which pupils achieve well. The school's judgement of its own performance matches those of the inspectors. It gives good value for money. Children are given a good start in reception, and by the end of the year a good proportion have reached standards expected for their age. The standard of pupils' work is generally above average in the school, and the progress they make reflects the good teaching. Progress is particularly good at Key Stage 2 (Years 3 to 6). Presentation of some work is not as good as it should be. Pupils' work is wide-ranging and interesting. Planning is effective for English and mathematics. However, in other parts of the curriculum, it does not map out how the school ensures that investigative and some other skills are developed from one year to the next. Pupils' personal development is outstanding as a result of the way in which they are cared for, guided and supported and introduced to healthy lifestyles. Pupils with learning difficulties and disabilities are well supported, and the school makes the best use of the range of services available to help them.

Leadership and management are good. The leadership team plans the school's development effectively and manages the performance of its staff and pupils well. The governing body provide good support and guidance in this work. Improvement since the last inspection is good and the school has dealt well with the few issues raised then. For example, the provision for information and communication technology (ICT) is greatly improved. The school improvement plan is well written and the school has a good capacity to improve further.

### **What the school should do to improve further**

- produce plans that clearly map out how the school ensures effective progression of investigative and other skills in successive year groups; and
- improve the presentation of some of the pupils' work.

## **Achievement and standards**

### **Grade: 2**

Standards in the 2004 national tests were above average. The results for 2005 show that standards at Key Stage 1 have risen still further in reading, but fallen slightly in writing and in mathematics. The proportion of Key Stage 1 pupils attaining higher levels in science has declined over the years because their investigative skills have not been developed well enough. Standards at Key Stage 2 have risen in English and science and remain above average in mathematics.

When pupils enter the school their attainment is average, by the end of their reception year, they reach good standards. This good progress continues throughout the school. Good work was seen by pupils using ICT, and this was helping to raise standards particularly in history and language work.

Children with special educational needs make significant progress; the school measures and records their progress well. Teachers know their pupils and understand their needs and how to help them. Classroom assistants provide excellent and at the time outstanding support for these pupils, working very well as a team with the class teachers.

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

### **Grade: 2**

Pupils enjoy coming to school, and this is endorsed by parents. Attendance is good and the start of every school day is a positive and welcoming experience for parents and children. Behaviour is generally good. Pupils work and play well together. Class rules and expectations of behaviour are clearly understood by all at the start of the year. Pupils feel safe in the school and know where to turn if they have troubles.

The school's programme for personal, social and health education teaches pupils how to stay safe and healthy. Older pupils take part in a wide range of sporting activities. Pupils develop a good understanding of healthy eating.

Pupils in the school make a very positive contribution to their own, and the wider, community. The school council meets regularly and makes suggestions on ways to improve what the school has to offer. The school is the centre of the local community and pupils become involved in community projects, such as the parish plan, and they visit elderly residents in sheltered accommodation. The school's curriculum and links with schools in Europe and Martinique, give pupils in-depth knowledge and understanding of different lifestyles; they develop ICT and language skills contributing to their future well-being.

Pupils' spiritual, moral, social and cultural development is good. Their good spiritual awareness contributes very positively to the very good whole school ethos. The pupils' moral and social awareness is effectively developed as they are given very good opportunities to take responsibility and to be aware of the needs of others.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers have a good knowledge and understanding of subjects and organise and manage their classes well. There are good relationships within each class which ensure a positive atmosphere for learning. Teachers use effective techniques for managing behaviour and set clear expectations for pupils' conduct and work. Skilled teaching assistants are used effectively to support different groups of pupils and encourage individual pupils with learning or behavioural difficulties during whole class sessions.

The recent reorganisation of the school into classes with mixed year groups has been well implemented by teachers as they work together very strongly as a team. There

has initially been some loss of pace of working, particularly for the older, more able pupils, as the new arrangements bed down at the start of the school year. However, teachers generally plan well for the different ability groups within their class. There is scope for improvement in the presentation of some pupils' work in mathematics, where pupils' learning of place value has been helped by the school's recent introduction of squared books, and in some other subjects. Pupils are given good opportunities in lessons to work independently and to develop a range of strategies for applying their knowledge. Pupils are challenged to give reasons for their answers and compare different ways of tackling a problem, through teachers' effective questioning strategies. New approaches to learning, such as "Brain Gym", are used successfully and make longer sessions lively, particularly for the younger pupils.

Pupils with specific learning needs and disabilities are very well supported in class. Parents are given very clear information on ways to support their child's learning at home. Marking procedures have sometimes been inconsistent and have not told pupils how to improve their work still further. This has been recently addressed.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is innovative with a wide range of enrichment activities. The Foundation Stage curriculum is well planned to provide an appropriate range of practical and investigative learning experiences with a clear focus on children's personal and social development and, as a result, children settle very well and make a confident start to school.

The curriculum for pupils in Key Stages 1 and 2 focuses on the key skills in each subject that pupils need to acquire to extend and apply their learning. This is well established for English and mathematics, using the national guidelines. However, in other subjects, the planning needs to define more clearly the development of these skills from one year to the next. Much of the teaching and learning is through topic work which pupils find very interesting and encourages their independence in learning very effectively. The improvements to the accommodation and resources for the Foundation Stage and also for the teaching of information and communication technology have had a very positive impact on these aspects of the school's curriculum. The range of enrichment activities is outstanding. Focus days and weeks give pupils an interesting range of experiences, linked to a specific topic. Personal, social and health education is very well planned with sensitive provision for sex education and drugs abuse awareness. Good links with secondary schools enable pupils to access a wide range of sporting activities and all pupils throughout the school receive high quality French teaching which is well matched to the different age groups. This is helped by the school's active links, including email, with other schools across Europe, and with Martinique. The many after school clubs and activities are greatly appreciated by parents and their children.

## Care, guidance and support

### Grade: 1

This school has a very positive and caring ethos. Effective child protection arrangements are in place. Good provision for pupils with special educational needs is enhanced by good links with parents and outside agencies.

The care and welfare of pupils is an important focus of the work of the school. There are very good induction procedures for children starting in the reception year. At this early point in the school year, all the children came very confidently into class each morning and had settled well into the class routines. The breakfast and after school clubs provide good additional facilities for pupils who need extended care.

The school has very good arrangements for setting targets for pupils in English, mathematics and personal development. These are shared with parents and their children so that everyone is clear about what a child needs to do to improve, both academically and socially. The annual school reports are exceptionally clear and informative. Assessment of children in the Foundation Stage and throughout the school is very good.

Class rules and rewards provide clear direction and support for pupil behaviour and pupils are clear about expectations. They enjoy working together to try to gain a whole class reward, as well as the rewards for individual effort.

## Leadership and management

### Grade: 2

The headteacher has built a (judgement needed here) management team and has put in place a structure of performance management and monitoring which means that he is very well informed about standards and the efforts by staff to raise them still further. Subject coordination is effective in terms of monitoring the work of their colleagues across the school, and of pupils' attainment and standards; co-ordinators have a good awareness of pupils' development and progress. Information from assessment is used particularly well to enable the management team to monitor and evaluate the progress of pupils in Key Stage 2. Systems are being established to allow the same quantitative approach to be used in Key Stage 1.

The headteacher has successfully worked with the management team and staff to ensure a strong learning ethos in the school. The particularly varied and interesting curriculum and worldwide links have been original and effective developments. Both personal and academic development are given due weight, and parents and pupils are involved well in seeking to improve what the school does. The good levels of teaching and support staff have a particular impact on the good progress made by pupils with learning difficulties and disabilities.

The governing body supports the school well in its work and governors are enabled to support and challenge the school well. They each have a subject responsibility; the chair of the governors and his deputy visit the school frequently. Their role includes

health and safety visits. The governors are in a good position to help the school to develop still further.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and helpful when we visited your school recently. We came to find out how good it was and how well you were doing. You have a beautiful school with some new buildings and lovely grounds. We enjoyed talking with you and now we are writing to tell you what we found out.

You told us how much you liked school, and talked about the many interesting things that you do there. We know that your teachers work hard to make your school life both interesting and enjoyable. We think that you must really have a good time in the many clubs and special events. We thought the breakfast club was a very good idea and the activities there looked great fun.

We think that the work that you do in your lessons is mostly at a good level for pupils of your age. It was good to see how well most of you behave and how well you listen to each other, and to your teachers, so sensibly and politely. We know that people in the school take very good care of you and that you can go to your teachers if you are worried about anything. We were so pleased to see how well you play together, look after each other and make friends with children who are new to the school. The school council sounds very interesting and we heard about the adventure playground, and other decisions.

Part of our visit was to see if there are ways in which everyone can work to make things even better. Your teachers are planning to help to build your skills up so that, for example, you can do more investigations. They are also going to help you to present your work more neatly so that it shows the best you can do. In this way, we think that everyone can raise the standard of their work still further.