

Yealmpstone Farm Primary School

Inspection report

Unique Reference Number	113328
Local Authority	Plymouth
Inspection number	311215
Inspection dates	26–27 March 2008
Reporting inspector	Stephen Dennett

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	235
Appropriate authority	The governing body
Chair	Marilyn Atrill
Headteacher	Heidi Price
Date of previous school inspection	6 October 2003
School address	Meadowfield Place Plympton Plymouth PL7 1XQ
Telephone number	01752 343411
Fax number	01752 338291

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Almost all pupils have White British heritage and all speak English as their first language. Pupils come from a range of socio-economic backgrounds. An average proportion has learning difficulties. Children's attainment on entry to the school is similar to that which is normally expected at this age. This school is slightly larger than average. Some pupils are taught in single-age and some in mixed-age classes. The school works in partnership with Exeter and Plymouth universities in initial teacher training. The headteacher was appointed in January 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. There has been good improvement since the last inspection and the school is in a good position for these improvements to continue. Parents are very supportive of the school.

Children make good progress in Reception because provision is good. By the end of this year most children attain the expected levels in all areas of development and some exceed them. This good progress continues in Years 1 and 2. Standards are above average in English, mathematics and science at the end of Year 2. However, boys' writing, although improving rapidly, is still not as good as girls' because boys are more reluctant in Years 1 and 2 to develop and apply their writing across the curriculum. By the end of Year 6, standards are above average in English, mathematics and science. Pupils' achievement is good.

Pupils behave well and report that there is no bullying. They have a good understanding of how to keep healthy and safe. Pupils enjoy their education very much and are enthusiastic learners. One pupil said, 'I am very happy with learning, especially science. Teachers really make things interesting.' Spiritual, moral, social and cultural development is good, supported by close links with local churches and with other schools in different environments and countries. Pupils make a very positive contribution to the community through such activities as their theatre and dance productions. They are looking forward to the next phase of their education as they have the skills that contribute well to their future well-being.

Teachers make good use of assessment information to plan work that matches pupils' capabilities. This results in pupils being set appropriate targets for improving their performance. Teaching assistants provide good support, enabling pupils of all abilities to make good progress. The curriculum provided by the school is good. All the required subjects are taught and there is a good range of additional activities, especially in sports and educational visits. Pupils are cared for well and all the requirements for safeguarding children are in place. Pupils receive good academic guidance that has been improved as a result of more accurate tracking of their progress. However, teachers do not always use marking effectively to tell pupils what they need to do to improve their work.

The headteacher has had a very positive effect on the educational direction of the school. The school has set challenging targets for improvement which are beginning to have a marked positive effect on standards. Subject management and leadership are good. Staff are effectively involved in the overall management of provision which is one of the reasons why pupils achieve well. Monitoring and evaluation by staff are good and have correctly identified weaknesses, for instance in writing. Governance is good. Governors monitor the school's work effectively. The school's self-evaluation process is good and effectively identifies areas for further development. Targets have been met and are sufficiently challenging to prompt all pupils to make good progress.

Effectiveness of the Foundation Stage

Grade: 2

Children achieve well across all the areas of learning during their time in the Reception class. A good curriculum is provided and, in a vibrant and stimulating environment, the children flourish. A wealth of enriched experiences is provided through skilled teaching, effective personal support and strong leadership. Early reading and writing are promoted well through a daily

phonics lesson. Accommodation has been extended with an exciting outdoor area. Children are happy in school and stay safe and healthy.

What the school should do to improve further

- Further improve standards of boys' writing, especially in Years 1 and 2, by providing even more opportunities for them to write across the curriculum.
- Ensure that all marking shows pupils what steps they need to take next to improve their work.

Achievement and standards

Grade: 2

Standards are improving rapidly throughout the school and are above average in English, mathematics and science at the end of Years 2 and 6. Pupils are making good progress in speaking, listening, reading and writing in both key stages, although girls generally make better progress in writing than boys at Key Stage 1. All pupils, including the more able, are making good progress in mathematics and science. An outstanding feature of pupils' achievement is the very good standards they achieve in the creative arts (art, music and dance). Pupils who find learning more difficult make good progress because they are supported well in lessons by teachers and teaching assistants.

Personal development and well-being

Grade: 2

Strong relationships amongst the whole school community help pupils to become happy and confident learners. Pupils' behaviour and attitudes are good and contribute to the happy atmosphere. Behaviour in upper Key Stage 2 is exemplary. However, occasionally, in Key Stage 1, pupils' over-boisterousness leads to increased noise levels and a lack of concentration. Pupils learn and play well together and feel free from bullying. They know how to stay safe and what to do if they feel at risk. Their attendance is good. Pupils are reflective, caring and value other cultures. They know what makes a healthy and balanced diet. Pupils' contribution to their community is outstanding. They are truly 'ambassadors' for their school and are well prepared for the future through their personal skills and their good progress in basic skills.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress and have good attitudes to their work because teaching is effective. Teachers use a wide range of different teaching styles to engage pupils' interest, including the effective use of information and communication technology. However, at Key Stage 1, boys do not take enough opportunity to develop their writing across the curriculum. Relationships are good throughout the school. Teaching assistants provide good support, enabling pupils to make good progress, especially those who find learning difficult. Teachers make good use of assessment information to plan work that matches pupils' capabilities well. This results in pupils having a good understanding of the targets designed to improve their performance.

Curriculum and other activities

Grade: 2

Provision for the children in Reception is particularly good and ensures that they gain an enthusiasm for learning from the moment they join the school. The curriculum throughout the school is enriched by outstanding provision for creative arts and international links. The visits undertaken by staff and pupils to other schools, for example in South Africa, have led to pupils having a very good understanding of global citizenship. Residential visits are especially valued by parents. There is a large variety of lunchtime and after school clubs which support learning across the curriculum and enhance pupils' personal development. There is good provision for literacy and numeracy. Although planning identifies opportunities for boys' writing across the curriculum, these have not had time to make a sufficient impact on raising standards. There are good links with other local providers especially the local secondary school.

Care, guidance and support

Grade: 2

There is a high level of commitment from the staff to raising pupils' self-esteem and promoting learners' health and safety. There are good supportive relationships with parents who value their partnership with the school, and particularly good support given to pupils who find learning difficult. Statutory arrangements for the safeguarding of children and child protection are in place. Pupils regularly receive good informal academic guidance from their teachers and most know their targets in English and mathematics. Teachers know pupils well and have a clear picture of their progress. However, teachers' marking is not always consistent in guiding pupils to the next step in their learning.

Leadership and management

Grade: 2

The school is well run and efficient use is made of resources. School leaders have been particularly effective in creating a positive, caring ethos, where pupils are motivated to succeed. Leaders have an accurate picture of how well the school is doing and have effectively identified areas for further development. The use of data to identify weaknesses in performance is particularly strong, although the initiatives put into place as a result of data analysis have not had time to have a significant impact on further raising standards. The governing body's monitoring of the school's provision is good and governors contribute substantially to the school's continuing improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

28 March 2008

Dear Pupils

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

Thank you for making us so welcome and helping us when we visited your school. We were especially impressed by how well you answered all our questions and how well you behaved. Yours is a good school. Most of you are doing very well in art, music and dance. You also do well in English, mathematics and science. Your writing is getting better all the time. You are well taught and provided with lots of clubs and extra activities. The headteacher and governors do a good job in running and improving the school and your parents are very happy with the way they know what is going on.

- Here are the things that we think are best about your school:
- The very good standards you achieve in art, music and dance.
- You enjoy your lessons very much and get really excited about learning.
- You know how to keep healthy and take lots of exercise.
- The way in which the school makes sure everyone gets a fair chance to learn and make progress.
- The way in which you really help your local community.
- These are the things that we think could be better:
- Boys need to carry on improving their writing by writing about lots of different things.
- When teachers mark your books, they need to make sure you know what to do next to make your work better.

You can help too by asking your teachers how you can make your work even better.

Thank you again for being so helpful and friendly when we came to see you.

Yours sincerely Stephen Dennett Lead inspector

Annex B



28 March 2008

Dear Pupils

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

Thank you for making us so welcome and helping us when we visited your school. We were especially impressed by how well you answered all our questions and how well you behaved. Yours is a good school. Most of you are doing very well in art, music and dance. You also do well in English, mathematics and science. Your writing is getting better all the time. You are well taught and provided with lots of clubs and extra activities. The headteacher and governors do a good job in running and improving the school and your parents are very happy with the way they know what is going on.

Here are the things that we think are best about your school:

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- You enjoy your lessons very much and get really excited about learning.
- You know how to keep healthy and take lots of exercise.
- The way in which the school makes sure everyone gets a fair chance to learn and make progress.
- The way in which you really help your local community.

These are the things that we think could be better:

- Boys need to carry on improving their writing by writing about lots of different things.
- When teachers mark your books, they need to make sure you know what to do next to make your work better.

You can help too by asking your teachers how you can make your work even better.

Thank you again for being so helpful and friendly when we came to see you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Stephen Dennett', written in a cursive style.

Stephen Dennett
Lead inspector