

Yealmpton Primary School

Inspection report

Unique Reference Number	113268
Local Authority	Devon
Inspection number	325787
Inspection date	1 October 2008
Reporting inspector	Kevin Jane HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	138
Government funded early education provision for children aged 3 to the end of the EYFS	16
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ken Middlemiss
Headteacher	Louise Young
Date of previous school inspection	21 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Stray Park Yealmpton Plymouth PL8 2HF
Telephone number	01752 880446
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Age group	4–11
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Introduction

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

Inspectors evaluated the overall effectiveness of the school and investigated the following issues.

The progress made by pupils in Key Stage 1.

Strategies to raise the attainment of boys.

The effectiveness of academic guidance and marking of pupils' work.

The steps taken by the school to safeguard children.

Evidence was gathered from lesson observations, discussions with school staff, governors and pupils, and a scrutiny of documentation and parent questionnaire responses. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Yealmpton Primary is a small school serving the village and surrounding rural areas of the South Hams in Devon. The proportions of pupils known to be eligible for free school meals and those with learning difficulties and/or disabilities are well below average. However, there is a higher than average proportion of pupils with a statement of special educational needs. The great majority of the pupils are from a White British heritage. Most of the children transfer in to the Early Years Foundation Stage (EYFS) from the neighbouring pre-school provision. Since the last inspection in 2005, there have been significant changes to the senior leadership of the school with a new headteacher and deputy headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'We are privileged to be able to send our child to this school. It is a well run and friendly school where children seem to have an endless chance of excelling at academic and/or sporting themes.' The inspectors fully agree with these parental comments, also echoed by a significant number of other parents, and judge that Yealmpton Primary is a good school. The leadership by the new headteacher and deputy headteacher is determined and focused; they are working hard to secure the full support of all parents, and, together with all staff and governors, are driving forward the necessary priorities for improvement. In many ways, the school is already achieving its declared aims to value every individual, and to provide a safe and stimulating environment where everyone has equal opportunity to achieve their potential and realise their worth. It is a school committed to continuous improvement and well on the way to achieving its ambition to be outstanding.

Children generally start school with standards that are above age related expectations in most areas of learning and they make good progress in their first year. By the time the pupils are aged seven, standards in reading, writing and mathematics are broadly average overall, although nearly a third of pupils attain higher grades in reading and a quarter of pupils in mathematics. However, by the age of 11, standards in English, mathematics and science have improved significantly and they are well above national averages. Over half of the pupils attain higher grades in English and mathematics and a third of pupils in science. The overall progress that pupils make is good, although there is an inconsistency in the standards reached between girls, who generally do better, and boys. The school is aware of this because of the good monitoring and tracking of pupils' performance, which lead to well targeted intervention strategies in the school improvement plan. However, they have yet to have an impact on the gender difference. Pupils with learning difficulties and/or disabilities make good progress because the school provides well for their needs and monitors their performance closely.

The school places as much importance on the personal development and well-being of the pupils as on their academic performance. The importance of living a healthy lifestyle is understood well by the children and the extensive opportunities they have for physical exercise through the curriculum and after-school clubs are outstanding. The children also know what constitutes a healthy diet, although many packed lunches and playtime snacks do not fully support the school's drive to encourage healthy eating. The majority of the children report that they feel safe and well cared for in school. They know that they can rely on adults to take their troubles seriously. As one child commented, 'The teachers look after us well.' The school conducts risk assessments diligently and takes all reasonable steps to ensure the pupils' safety.

Children are well behaved overall, know right from wrong and co-operate well with each other and adults, although settling to work quickly in a minority of classes is hindered by some fussiness. The children value the experiences and opportunities provided for them such as participating in community events and visits to places of educational interest, and visitors to the school. This ensures that the pupils' spiritual, moral and social development is particularly strong. Their cultural development is also good because international issues are developed very well through links with schools overseas and initiatives such as the European day of languages although the pupils' understanding of life in multicultural Britain is less well developed. Opportunities to contribute to the life of the school and the local and wider community are also good and valued by the pupils, so that Yealmpton Primary is very much a school at the heart of its community. Attendance is satisfactory. It has improved over the last three years

but is still no better than the national average. The school has endeavoured to raise the profile of this with parents but with only limited success to date.

The quality of teaching in the school is typically good and this accounts for the well above average standards and good progress in the school. Teachers use their subject knowledge well to instruct and explain tasks to pupils and use a variety of teaching strategies to engage their interest and challenge them. Lessons are planned thoroughly and teachers and other adults explain clearly at the beginning of the lesson what pupils are expected to be able to know, understand and do. The pupils are eager to learn and most have positive attitudes to their work. The pupils know their targets to support their learning in English and mathematics work. Teachers' marking of their work is sufficiently detailed to help pupils know how well they are doing, but does not yet indicate the standard they are expected to reach. The curriculum is broad and balanced and has been revised since the last inspection to ensure improved progression in pupils' knowledge and skills. The curriculum is enriched with a wide range of special projects such as the use of the environmental area. Modern language teaching and themes to help pupils understand their role as future citizens or to support their personal and social development are securely established in the school. The provision of extra-curricular opportunities is extensive and appreciated by the pupils. The school, as it states in its vision statement, is successful in promoting equality of opportunity for all and eliminating discrimination.

The school has implemented robust systems for ensuring that those members of staff who carry management responsibilities play a key role in evaluating the quality of teaching and provision, especially in English and mathematics. In addition, the school has well developed systems for tracking pupils' progress in these subjects. Good use is made of data to target additional support effectively for those children who are in need. The information from this tracking, together with robust systems for self-evaluation, enables the school to target priorities for improvement precisely. This results in good strategic planning, and the impact of this is evident in the outcomes for pupils' learning and their personal development. It also accounts for the close correlation between the findings of this inspection and the school's own self-evaluation.

The school has developed effective partnerships, for example with other local schools, external agencies and pre-school providers, which enhance the quality of learning for the children. Governors are actively supportive of the school and they are clearly informed about the standards, progress and provision in the school. They help to set the strategic direction and play an active role in monitoring the performance of the school. There is a healthy level of debate on key issues, although this is not so clearly presented in the minutes of governors' meetings. Because of judicious deployment of available resources and in light of the academic outcomes, the school provides good value for money and has good capacity for continued improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The youngest children enter the school generally attaining above age related expectations in all areas of learning. The schools' assessment of pupils' attainment on entry is accurate and consequently they make good progress in their first year because of typically good teaching and a well planned curriculum. The children achieve particularly well in their personal, social and emotional development and in communication, language and literacy but make generally good progress in all areas of learning. The children play and learn well together and relationships between children and adults are good. Standards in the children's speaking and listening are

particularly good. The school takes care to ensure that induction arrangements ensure a smooth transition to school life, and a good dialogue between home and school is continued in the children's first year. Relationships with parents and pre-school providers are particularly good and the care taken to ensure the safety and well-being of the children is outstanding. The EYFS is well led and managed and the new teacher has made a good start in identifying future priorities for improvement.

What the school should do to improve further

- Improve the progress and standards of pupils in reading, writing and mathematics in Key Stage 1.
- Improve the attainment and progress of boys so that they mirror those of girls more closely.
- Take steps to improve the attendance rate in the school.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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 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

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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

2 October 2008

Dear Children

Inspection of Yealmpton Primary School, Yealmpton, Devon, PL8 2HF

We very much enjoyed meeting you and coming to see your lessons when we visited your school recently. Thank you for making us so welcome, telling us about your school and letting us see your work. We believe that Yealmpton Primary is a good and improving school. This is what we liked most.

- Your behaviour is good. You told us that you really enjoy your time in school.
- Your teachers and other adults teach you well and help you to do your best. They take care to make sure you are safe and encourage you to be healthy.
- You have interesting lessons and opportunities for out-of-school activities and you told us you like to go to places of interest and have visitors to your school.
- Your headteacher works well with other adults and the governors to make sure that the school is managed well, so that you can have the best possible education.
- You have good attitudes to your work in school. You mostly concentrate well in lessons that challenge you and you play well together.
- The youngest children make a good start in school and by the time you leave at age 11, your standards are good.
- We have asked your school to improve in the following ways.
- Help the children aged 5 to 7 to make better progress in their learning so that they reach higher standards in reading, writing and mathematics.
- Help all boys to reach higher standards in English, mathematics and science.
- Do all it can to improve your attendance.

You can help by making sure you are ready to start learning in each lesson as quickly as you can and to making the most of the opportunities that the school gives you to learn in different ways.

Yours sincerely

Kevin Jane HMI