

# Inspection of Yealmpton Primary School

Stray Park, Yealmpton, Plymouth, Devon PL8 2HF

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Inspection dates: 7 and 8 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Pupils at Yealmpton Primary School are part of a warm, caring community. They relish the opportunity to be 'the best you can be' in all aspects of school life. Pupils are polite towards their peers and adults alike. They follow their '5Bs' and are highly respectful and kind. Pupils enjoy the rewards that they receive in recognition of what they have done well, in particular reaching 'gold' and taking home 'golden tickets'. They attend school regularly and on time.

Pupils approach their learning positively. They benefit from an ambitious curriculum, which is enhanced by local visits and experiences. For example, in geography, pupils enjoy participating in fieldwork visits. Pupils' sporting and musical talents are well considered. Extra-curricular clubs, such as choir, street dance, cricket and gymnastics, contribute towards this. Parents and carers who responded to the online survey, Ofsted Parent View, agree that their children 'thrive'.

Pupils have opportunities to develop responsibilities in their school. School councillors are elected by their peers and are part of decision-making. For example, a recent 'buddy bench' has been successful in ensuring that all pupils have friends and games to play with at breaktimes and lunchtimes. Pupils also engage positively with their local community.

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

Leaders prioritise reading as 'the gateway' to all learning. They encourage pupils to read regularly for pleasure. Pupils relish the opportunity to be 'transported into another world' through the books they read. They love to read and are confident, fluent readers. Pupils with special educational needs and/or disabilities (SEND) are ably supported to read well. The focus on reading begins as soon as children start school in the Reception Year. Pupils follow a well-thought-out phonics curriculum. Pupils who struggle to crack the alphabetic code receive timely and effective support.

Pupils follow a well-sequenced curriculum. Leaders identify key knowledge and ambitious vocabulary for pupils to learn. For example, pupils in Year 1 used words such as 'gargantuan' and 'cautious' accurately when describing care for a woolly mammoth. Pupils with SEND benefit from well-designed support which helps them to learn well and build confidence.

Leaders' recent work to strengthen some subjects further has been successful. Subject leaders carefully check the impact of this. They support staff with up-to-date and useful professional development and coaching. Therefore, pupils, for the most part, know and can talk about their learning confidently. However, in some subjects, staff do not know what pupils have remembered over time. Sometimes, pupils have gaps in their knowledge of the curriculum or develop misconceptions that are not addressed.

Children in the Reception Year get off to a flying start. Staff's interaction with children is nurturing. They support them to develop resilience, confidence and independence. Staff use questioning well to build on children's learning and understanding of vocabulary. They are fully prepared for their transition into Year 1.

Leaders have fully considered how the school's personal, social and health education curriculum can contribute positively to pupils' personal development. Pupils know the importance of being physically and mentally healthy. Older pupils learn what they need to about growing up. They say that they are prepared well for their next steps.

Leaders teach pupils about equality through assemblies, visitors to the school and carefully selected texts. Through activities such as these, pupils understand how discrimination and prejudice can affect others. They discuss and debate complex issues confidently. However, leaders have not yet fully developed their approach to spiritual, moral, social and cultural (SMSC) and religious education. As a result, pupils find it difficult to talk about different religions or how other people might live beyond their local community.

Staff are overwhelmingly positive about the well-being support they receive. They feel that they are part of a strong 'family community'. Leaders are positive role models for all staff and consider workload carefully. Staff value that they are listened to and well cared for.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture of vigilance. Staff are well trained to spot any possible concerns and report these swiftly. Leaders act on information they receive to get the right help for pupils and their families. They engage with a range of external agencies effectively. Leaders, alongside the multi-academy trust team, make the appropriate checks when they recruit new staff.

Pupils are safe. This is because they have trusted adults who support them well. 'Worry monsters' and 'boxes' enhance this support further. Pupils learn about the importance of road, water and beach safety. They understand how to keep safe when online, including when to push the 'oh no' button when using school computers.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, teachers' use of assessment does not determine how well pupils have learned the curriculum. As a result, some pupils develop misconceptions or have gaps in their learning. Leaders should ensure that the

assessment staff undertake is used to identify and remedy any deficits in pupils' learning.

- The curriculum to develop some aspects of pupils' personal development is not yet as well considered as others. Therefore, pupils find it difficult to discuss and understand religious beliefs and cultures and their significance in modern Britain. Leaders need to ensure that the curriculum to develop pupils' SMSC and religious education is coherently planned and implemented consistently.

## 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](#)' 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

<b>Unique reference number</b>	136635
<b>Local authority</b>	Devon
<b>Inspection number</b>	10256679
<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>	177
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Iain Grafton
<b>Headteacher</b>	Rob Pepper
<b>Website</b>	<a href="http://www.yealmpton-primary.co.uk">www.yealmpton-primary.co.uk</a>
<b>Date of previous inspection</b>	7 November 2017, under section 8 of the Education Act 2005

## Information about this school

- Yealmpton Primary School is part of Westcountry Schools Trust.
- The school does not use any alternative provision.
- The school has a breakfast and after-school club provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, the early years leader and the special educational needs coordinator. The lead inspector met with multi-academy trust leaders, the director of education and the director of inclusion. She also met with the chair of the trust board.

- Inspectors carried out deep dives in these subjects: early reading, English, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors considered the curriculum in some other subjects.
- The lead inspector spoke with the designated safeguarding leader and two deputy designated safeguarding leaders to discuss the school's procedures for keeping pupils safe. She considered the school's recruitment procedures, staff induction and training, records of concern and engagement with external agencies. The inspectors spoke with staff and pupils throughout the inspection to gauge their views of the school.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. Parents spoke to an inspector at the start of the day and on the telephone. Inspectors also considered responses to the staff survey.

### **Inspection team**

Donna Briggs, lead inspector

His Majesty's Inspector

Kathy Maddocks

Ofsted Inspector

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