

Inspection of Yorke Mead Primary School

Dulwich Way, Croxley Green, Rickmansworth, Hertfordshire WD3 3PX

Inspection dates: 12 and 13 November 2024

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Good

What is it like to attend this school?

Pupils delight in coming to school. They look forward to their lessons and spending time with their friends. Pupils feel safe and secure to be themselves. This is due to a strong school community which recognises and celebrates differences. There are exceptionally high levels of respect throughout the school.

Staff strive to ensure that every pupil achieves to the very best of their ability. From the early years, children are independent in their learning. Pupils confidently choose the task they are doing and consistently challenge themselves. They are highly motivated and achieve highly overall. Pupils leave very well prepared for secondary school.

The school has extremely high expectations of pupils' behaviour, and pupils meet these expectations. Pupils also have high standards of others' behaviour. They understand why some pupils might find certain things harder than others. Pupils remain focused on the task they are doing. Pupils are well looked after by staff.

Pupils take responsibility for several different areas of school life. These include the colour captains, prefects, reading buddies and peer champions, as well as the eco- and school councils. Pupils know they make a huge difference to school life through these roles.

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

The school's ambitious curriculum is well structured for all pupils. It is broad and interesting. Staff have carefully considered the knowledge pupils need to know and ensure this is carefully organised to progress from the early years to Year 6. Pupils retain the knowledge they learn exceptionally well due to having the opportunity to regularly revisit learning. As a result, the standards achieved by pupils are consistently high throughout the curriculum.

Staff are experts in the way they deliver the curriculum. They ensure pupils' recall and use of key knowledge are at the heart of what they are doing. Pupils can learn difficult concepts because staff break them down into smaller, logically ordered steps. Pupils persevere. Although they might not yet be able to do something or know something, they know they soon will. As a result, pupils talk about their learning with great confidence and anticipation about what they are going to learn next.

The provision for those pupils with special educational needs and/or disabilities (SEND) is highly effective. Staff are well trained and have precise knowledge of adaptations that are suitable across the curriculum. Staff, pupils and parents work closely as a team so everyone understands the individual's needs. The school works well with external agencies and is tenacious in ensuring that pupils with SEND get the right support when they need it. Staff check what pupils know and can do closely. Pupils with SEND make notably strong progress across the curriculum.

Pupils from Nursery onwards indulge in the wide range of diverse texts available in the school library and the class libraries. Older pupils 'buddy' younger pupils to read to and

with. Pupils value this time to share texts with each other. Phonics is expertly delivered from Reception. The consistent approach taken by staff across the school highlights the high-quality support and training they receive. Those pupils who need extra support with reading receive it in teaching matched precisely to their needs. As a result, the high levels of reading pupils achieve enable them to access all aspects of the curriculum.

Children in the Nursery and Reception learn the routines and behaviour expectations of the school exceptionally quickly. Older pupils model these high expectations to the younger pupils. Pupils know that there are several activities that help them to be ready to learn, for example listening to calming music and exercise. Therefore, pupils focus and are exemplary in the way they engage in their learning.

Pupils' determination and respect for all are a priority in the school's personal development programme. Pupils have a strong sense of belonging within a community that supports each other. This has shone through as part of the school's recent sporting success. Through the school's personal development provision and assemblies, pupils explore challenging topics about mutual respect and tolerance. Pupils also develop their confidence to discuss sensitive issues as well as ask questions. They learn about healthy relationships and know how to stay safe.

There is a strong school community. School leaders, governors and staff are mutually supportive and work together highly effectively as a team. Everyone is extremely aspirational for all pupils. Governors know the school very well and carefully balance how they provide support and challenge to school leaders. Parents, staff and governors are very proud of their school and how it prepares pupils exceptionally well for both future learning and life in modern Britain.

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

Unique reference number	117130
Local authority	Hertfordshire
Inspection number	10345168
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	428
Appropriate authority	The governing body
Chair of governing body	Charlotte Gomes and Derek Marshall (Co-Chairs)
Headteacher	Lucille Pollard
Website	www.yorkemead.herts.sch.uk
Dates of previous inspection	13 and 14 September 2023, under section 8 of the Education Act 2005.

Information about this school

- The school manages its own breakfast and after-school clubs.
- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's educational provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke to the headteacher and other senior leaders about all aspects of the school's work. The lead inspector spoke with members of the governing body. The lead inspector also spoke with the school effectiveness adviser from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science, religious education and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors 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.
- Inspectors gathered and considered the views of pupils, parents and staff. This included considering the responses to the online survey, Ofsted Parent View, including the free-text comments.

Inspection team

Katie Devenport, lead inspector

His Majesty's Inspector

Stephanie Wilcox

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