

# Yoxford Primary School

## Inspection report

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<b>Unique Reference Number</b>	124621
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	359726
<b>Inspection dates</b>	28–29 March 2011
<b>Reporting inspector</b>	Kath Beck

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	38
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Simmons
<b>Headteacher</b>	Janet Williams
<b>Date of previous school inspection</b>	13 March 2008
<b>School address</b>	High Street Yoxford, Saxmundham IP17 3EU
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## Introduction

This inspection was carried out by one additional inspector who observed seven lessons taught by three different teachers. Meetings were held with parents and carers, representatives of the governing body, partners from outside the school, staff and pupils. The inspector observed the school's work, and looked at the provision for pupils with special educational needs and/or disabilities, samples of pupils' books and displays on the walls, and documentation that showed their attainment and progress. The inspector also scrutinised the school development plan, procedures for safeguarding children, the school's self-evaluation form and a report from the School Improvement Partner. The results of 30 parental questionnaires were analysed, together with responses to questionnaires completed by pupils in Years 3 and 4.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- The inspector investigated how effectively leaders and managers are planning to make the necessary adjustments as the school changes from being a first to a primary school.
- As the school admits pupils with a wide range of abilities, the inspector looked at the ways in which staff meet their differing needs.
- The inspector explored the impact of partnerships with other professionals on the school's curriculum and outcomes for pupils.

## Information about the school

This is a very small school. Almost half of the pupils live outside the immediate locality. The vast majority are of White British heritage. Very few pupils come from minority ethnic groups and, of these, none speaks English as an additional language. The context of the school is changing. Currently, there are three intakes a year into the Early Years Foundation Stage, but this is changing to one in September 2011. Pupils no longer leave at the age of nine. They will remain at the school until the age of 11 and transfer to their secondary education in September 2013. The proportion of pupils known to be eligible for free school meals is below that found in most schools nationally. The proportion identified as having special educational needs and/or disabilities, including those with a statement of special needs, is higher than that found usually. Pupils are taught currently in two mixed-age classes. One contains pupils in the Reception Year and Year 1 and the other contains pupils in Years 2, 3 and 4. The headteacher has a significant teaching responsibility and is the only full-time member of staff. The number of pupils in each year group varies significantly.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Yoxford Primary is a good school. Senior staff are highly ambitious for the future of the school, its pupils and in developing the flexible approach to the ways in which they learn. The exceptional partnerships with professionals from outside the school have resulted in an innovative and engaging curriculum. The curriculum promotes strongly pupils' literacy, numeracy, creativity, adoption of healthy lifestyles and skills for their future economic well-being. Artwork on display shows exceptional levels of creativity and imagination. Pupils make important decisions and contribute much to the wider community by inviting representatives to share celebratory meals made from the food they have grown on their allotment. The quality of care, guidance and support is outstanding. Targeted support for pupils whose circumstances have made them vulnerable is having a significant impact on their attitudes, behaviour, confidence, relationships and learning. The majority of parents and carers are fully appreciative of their children's experiences at the school. One wrote, 'Children thrive at Yoxford. It gives them wonderful opportunities to develop and grow in their education.'

Pupils' good attitudes, behaviour, enthusiasm for learning and above-average attendance contribute to their good achievement. Their understanding of spiritual, moral, social and cultural issues is strong and adds much to the school's family atmosphere.

Teaching is good and at times outstanding. Staff use imaginative ways to challenge pupils' thinking and develop their skills across the curriculum well. Often, this involves solving problems, such as devising an alarm for farmers to indicate an intruder on their property. Pupils do this with skill and enthusiasm and use their literacy skills very effectively to explain their ideas. In mathematics, while attainment is above average, pupils find it harder to apply their knowledge to the problems they need to solve. Staff know the pupils very well and devise activities that meet individual interests and needs effectively. In some cases, one-to-one-tuition enables pupils, especially those with special educational needs and/or disabilities, to overcome barriers to learning and make good progress. Pupils in Year 2 have risen well to the challenge of being in an older mixed-age class this year, making rapid progress from their starting points.

In the Reception Year and Year 1, children have many opportunities to learn through practical, engaging activities that capture their interest. Staff support them effectively so they acquire and build up essential skills quickly in learning to read and write, as well as calculate in mathematics and be curious about the world around them. However, there are few planned opportunities that stimulate children's imaginative play indoors and outdoors.

Leaders and managers have clear plans for managing the changes from being a first to a primary school. It has taken time to resolve some practical issues, such as the organisation of classes. In part, this is because the majority of staff remain part-time and this presents challenges. Decisions have now been made and arrangements are underway

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to keep parents and carers informed about the future as the changes are introduced gradually. The school is determined to maintain its pioneering curriculum and personal ethos. Early plans to develop the curriculum to meet the needs of the older pupils are ambitious and realistic. Good links have been made with the high school. These factors, together with rigorous self-evaluation, improvements in the use of information and communication technology and increased challenge for the more able pupils since the last inspection, mean the school has demonstrated good capacity to improve.

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

- Enhance the rate of pupils' progress in mathematics throughout the school by providing more opportunities for them to apply their mathematical skills to a wider range of practical problems
- Improve the provision in the Reception Year and Year 1 class by providing more purposeful and stimulating activities that enable children to be imaginative in their play outdoors.

## Outcomes for individuals and groups of pupils

2

Children start school with attainment that is broadly in line with national expectations, but it varies from year to year, and make good progress. The number of pupils with special educational needs and/or disabilities starting at times other than the usual is increasing. Often, difficulties are linked to pupils' emotional needs. As a result of the school's high-quality support and provision for these pupils, their rate of progress increases as they become settled and confident. Also, individualised learning programmes help them overcome their difficulties in reading.

Many pupils, including the younger children, are sensible, self-assured and confident that their views are respected. Their enjoyment of school is enhanced by their important responsibilities for planting, growing, and harvesting food in the school grounds or allotment. The high number of pupils attending the cookery club and participating in a wide range of sports, as well as the high uptake of nutritious school meals, means pupils, throughout the school, have adopted healthy lifestyles. They are ambassadors for the school in promoting good health. They presented the benefits of their outdoor curriculum to an audience of headteachers recently and also they demonstrate their cookery skills at local festivals. Activities like these promote interest and skills in enterprise. Pupils calculate the costs and profit needed to sell the produce and items such as homemade Christmas puddings to raise money for charity. They do this confidently, but are not always as capable of solving mathematical problems in lessons as they could be.

Pupils respond well to challenges put before them. In a high-quality literacy lesson for pupils in Years 2 to 4, linked to work on robots, pupils watched a brief film about a recent tsunami in Japan and focused on how robots were rescuing people from the devastation. They used a computer programme confidently to write a newspaper article and illustrate their work. Some worked collaboratively in pairs sharing their ideas, while others chose to work alone. Their writing was imaginative, sensitive, thought provoking and captured the interest of the reader. A debate at the end of the lesson to discuss, 'Can a robot be a hero?' demonstrated the high level of respect pupils have for differing points of view. This lesson contributed significantly also to their spiritual, social and cultural development.

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Pupils feel safe in school. Overall, behaviour is good, but there are occasions when pupils become distracted in lessons and do not concentrate as well they might. This holds back their progress. They enjoy taking care of one another and helping to make decisions about improving the school. They take pride in presenting their work well. They have good knowledge of the diverse nature of society and the wider world.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Staff use the school's curriculum to provide pupils with rich, memorable experiences that inspire them to develop enquiring minds and to be creative. They customise the work in lessons so that it meets the range of needs of the pupils, takes into account their interests and is highly individualised in some cases. Pupils' exceptional artwork incorporates knowledge of famous artists, digital photography, screen printing and the use of a wide range of media. Staff use time flexibly so that pupils can concentrate and develop their ideas. Information and communication technology is used extensively to support and extend learning. For example, currently, pupils are making a film of the plants they are growing, using time-lapse photography. Many trips out to places of interest, visitors to the school and a wide range of clubs enrich pupils' learning.

In lessons, teachers give clear introductions and use a wide range of methods to capture pupils' enthusiasm. For example, in a mathematics lesson, pupils used everyday items, such as egg boxes and plant trays, to help them to devise multiplication sums. Teachers

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and teaching assistants work very well together as a team to support pupils in their learning. They give very clear feedback. This, together with sharply focused targets, means that pupils are clear about what they are doing well and what they need to do to improve. Lessons are amended if pupils find the work too hard or too easy.

Excellent attention is given to all aspects of care, guidance and support. Pupils are known as individuals and their personal well-being is of the highest importance. The school works closely with parents and carers, as well as a range of agencies, including behaviour support, to help pupils overcome their barriers to learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, supported fully by the governing body and staff, has been exceptionally successful in inspiring the school community to share a strong sense of purpose to give pupils a very broad, high-quality education. Morale is strong and commitment to the school's continuing success underpins the work of all the staff and members of the governing body. Parents and carers are very supportive of the school's ethos. They value the excellent external partnerships that give pupils experiences they would not otherwise enjoy. Plans drawn up with these partners, especially with regard to growing food, developing pupils' skills in the creative arts and information and communication technology, are implemented thoroughly. Although she has a substantial teaching commitment, the headteacher monitors the quality of teaching of part-time staff to ensure that it has remained at least good consistently. This is particularly important at this time when there have been staff changes. Staff newly appointed to management roles know the strengths of the school and its key areas for development. They have taken steps already to bring about further improvements in the provision for mathematics. However, the part-time nature of most teachers' contracts presents difficulties in bringing about rapid and cohesive developments as the school continues to grow.

Self-evaluation procedures are rigorous and involve seeking the views of the governing body, staff, parents, carers and pupils. A few sharply focused areas for development have been identified this year. Among the main priorities are to enhance the rate of pupils' progress in reading, mathematics and information and communication technology so that they reach even higher standards. To increase expertise, advice is sought from a range of external organisations and partnerships with other schools.

The school is committed fully to providing equal opportunities. Pupils' achievements are tracked carefully and, where gaps appear, these are addressed rigorously. Records show

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that advice has brought about important changes to some pupils' emotional development, behaviour and progress.

The governing body uses its expertise well to challenge and support the staff, monitor the budget, and forge strong partnerships with those working in the creative arts. It is involved fully in the long-term development of the school. Procedures for safeguarding are good and audited annually so that they are fully up to date and effective. Staff and members of the governing body are well trained in safer recruitment, child protection and paediatric first aid.

A good plan for community cohesion confirms that the school knows its locality well. Pupils learn about different countries and cultures, including the First Nations of Canada, through the curriculum. A recent 'diversity week', also, helped pupils to understand what it is like to be deaf or blind. Links have been established with a large school in London to develop an appreciation of life in other parts of the country.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Good leadership and management mean that, while there has been some disruption to staffing this year, children continue to make good progress from their varied starting points. Most children reached the Early Learning Goals in 2010 and some exceeded them. Currently, most children are on track to achieve well. This stems from good teaching that motivates children to want to learn, helps them grow in confidence, promotes their independence and builds on their curiosity. As well as acquiring early literacy and numeracy skills that set a good foundation for learning, staff provide activities that enable children to become totally absorbed. For example, one child spent considerable time in the 'dark den' exploring the properties of light, especially when it was shone through different coloured plastic filters. On other occasions, children enjoyed practising their developing



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skills in speaking French, playing 'number' or 'animal bingo' in both English and French. They squealed in delight when they found words they had written on their own were spelled correctly. Staff work effectively as a team and know the children's individual needs well. They track progress through effective assessments that enable them to plan activities according to the children's interests and prior attainment.

In the past, often, children's outdoor learning took place during trips to nearby woodland. This helped them to explore the natural world at first-hand, but access to this woodland has been reduced. Now, staff make good use of the school grounds. The area for play outside the classroom has been increased in size and new resources purchased. However, it remains a key area for improvement. This is because, at present, the area offers too little challenge to older pupils in Year 1 who continue to benefit from learning through play. Children enjoyed exploring how water moves through tubes and gutters or imagining they are going on a trip on a rocket. These activities are particularly productive when led by adults. However, behaviour becomes unsettled when there is not enough stimulation to enable children to continue to be imaginative in their play outdoors without the supervision of an adult.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers responding to the questionnaire is much higher than found usually. Most of those responding to the questionnaire and who met with the inspector are very supportive of the school. Written comments praise the school for its nurture of the pupils and the imaginative ways it helps them to learn. Very few who disagreed with elements of the school's provision added written comments to explain their concerns. Individual issues raised were discussed with the school and taken into account during the inspection. Findings from the inspection show that the school keeps pupils safe and that staff work with parents and carers to help their children overcome barriers to learning. The school seeks the views of parents and carers through questionnaires and responds as far as possible within the financial and other constraints of a small school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yoxford Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 30 completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	67	9	30	0	0	0	0
The school keeps my child safe	17	57	10	33	3	10	0	0
My school informs me about my child's progress	14	47	13	43	1	3	0	0
My child is making enough progress at this school	11	37	16	53	1	3	0	0
The teaching is good at this school	16	53	11	37	1	3	0	0
The school helps me to support my child's learning	14	47	12	40	4	13	0	0
The school helps my child to have a healthy lifestyle	18	60	11	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	27	14	47	2	7	1	3
The school meets my child's particular needs	11	37	15	50	2	7	0	0
The school deals effectively with unacceptable behaviour	14	47	13	43	1	3	1	3
The school takes account of my suggestions and concerns	9	30	15	50	4	13	0	0
The school is led and managed effectively	15	50	13	43	2	7	0	0
Overall, I am happy with my child's experience at this school	17	57	11	37	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 March 2011

Dear Pupils

**Inspection of Yoxford Primary School, Saxmundham, IP17 3EU**

I am sure you will remember that I visited your school recently. Thank you for giving me a very warm welcome and for answering all my questions. You told me you are very proud of your school. You are happy to be with your friends and hardly miss a day because there are so many interesting things for you to do and learn. You said you enjoy particularly all the sporting activities, cookery club and growing things in the school garden and on the allotment. This means you are extremely good at knowing how to keep yourselves healthy. You have become ambassadors for healthy eating when you talk to other teachers, hold your Harvest Festival celebration meals and show everyone at local shows how well you can cook.

Yoxford is a good school, but all the adults are determined to make it an outstanding one. They look after you extremely well and also work with other people outside the school to help you to become exceedingly enterprising and creative. Your parents and carers are pleased you come to Yoxford. The staff think of many exciting and different ways to help you to learn and assist you to become independent and mature young people.

All the staff are ambitious for you, wanting you to do as well as you possibly can, especially as the school will soon have children in Years 5 and 6. I have asked the adults to help you all to get even better at mathematics through solving problems. In the Reception Year and Year 1 class, I have asked the staff to give the children more chances to use their imagination in their play indoors and outdoors. I know you will contribute to improving the school, especially when you are in Years 5 and 6, by continuing to be really sensible and suggesting helpful ideas.

Yours sincerely

Kath Beck

Lead inspector

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