

# Yelvertoft Primary School

School Lane, Yelvertoft, Northampton, NN6 6LH

**Inspection dates** 12–13 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most teaching is good and provides pupils with work which is matched to their ability, because teachers know a lot about the subjects they teach and know how well the pupils are doing.
- Pupils make good progress, particularly in their reading and writing, to reach standards which are above average. Their achievement is good.
- Linking of sounds and letters (phonics) is taught well across the school and pupils become confident readers who enjoy a good range of books, both at school and at home.
- Disabled pupils and those who have special educational needs are supported particularly well in their reading and writing, so that they make good progress.
- Pupils are highly positive about their experience of learning and participate keenly in all that the teachers have to offer them. Their attitudes to learning are outstanding.
- Behaviour around the school is outstanding because pupils show great care for one another; parents say it is like a big family. Pupils know how to keep themselves safe.
- The headteacher and governors know the school well and have set out a clear plan for how to improve teaching further. The responsibility for making sure this happens is being increasingly shared by teachers who lead subjects.
- Teachers are keen to improve what they do and have good opportunities to see how teachers work in other schools.

### It is not yet an outstanding school because

- Occasionally teaching requires improvement, and there is not yet enough outstanding teaching, particularly for the oldest pupils.
- Progress of pupils is not as good in mathematics as it is in reading and writing, because targets are not always used as effectively as they could be.
- A few disabled pupils and those who have special educational needs do not always make fast enough progress in mathematics for them to catch up with other pupils, because they do not always get enough specific support.
- Some teachers who lead subjects do not always check that agreed techniques are being used consistently by all the teachers.

## Information about this inspection

- During the inspection, the inspector observed nine lessons or parts of lessons taught by four teachers. Sessions to support groups of pupils, some led by teaching assistants, were also observed. Several of these observations were done together with the headteacher.
- The inspector held meetings to discuss the work of the school with teachers, pupils and governors, and spoke informally to parents at the start and end of the school day. The 19 responses to the online survey for Ofsted, Parent View, were also considered.
- The inspector also had a telephone conversation to discuss the views of the local authority about the school.
- The inspector looked at the work pupils were doing during lessons and in their books over time, as well as looking at teachers' records of how well pupils are doing.
- Documents about keeping pupils safe, as well as managing behaviour and other aspects of the school's work were also reviewed.

## Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a small primary school in a rural area, serving a number of the surrounding villages.
- Most classes include two year groups; Year 2 pupils are taught as a single year group.
- Almost all pupils are White British. A very few pupils represent a range of other ethnic heritages.
- Some year groups have a high proportion of boys, particularly the Year 2 class.
- The proportion of pupils who are supported at school action is below average, although the proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who are eligible for additional support through the pupil premium funding is below average. This includes pupils who are known to have been eligible for free school meals.
- The school meets the current government floor standards, which indicate the minimum expectations for the attainment and progress of pupils.

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

- Increase the proportion of good and outstanding teaching, by ensuring that:
  - teachers spend less time explaining tasks and allow pupils, particularly the oldest pupils, more time to get on with their work
  - teachers maximise the progress pupils make by getting them to respond to the comments in their books, about how to improve their work.
- Increase the pace of progress in mathematics, particularly for disabled pupils and those who have special educational needs, to match that in reading and writing, by:
  - increasing the opportunities for pupils who need it to get extra, specific support
  - giving all pupils more opportunities to decide if they have met their targets and are ready for new targets.
- Ensure that teachers who lead subjects quickly follow up when specific techniques have been agreed, to check that these are being used consistently by all teachers.

## Inspection judgements

### The achievement of pupils is good

- By the end of Year 6, pupils consistently reach standards which are above average. From their starting points, this shows that they have made good progress, particularly so in their reading and their writing. Their progress in mathematics is also good, but is not quite as strong. Overall their achievement is good.
- Usually, including in 2012, all the pupils reach the levels that are expected for their age, and a higher proportion than average perform even better than expected. In each year group, pupils make better than the expected progress, and, over their time at the school, this adds up to good progress. Lesson observations and work in their books show that this is typical.
- The approach the school uses to plan the work in the subjects they study means that pupils practise their skills and develop their knowledge across different areas. For example, Year 2 pupils investigating how a pirate got into their school used skills from mathematics, science, physical education and literacy, to help them think about their ideas. This led to their writing letters to the 'pirate police', and was highly engaging.
- Reading is a strength of the school and a new approach to teaching phonics, used across the school, is working well. The school has recognised that there are not always enough books that are interesting for boys and is in the process of improving this situation. However, pupils enjoy reading a wide range of books, including at home.
- The learning and progress of disabled pupils and those with special educational needs are good because they are well supported by knowledgeable adults who take a great deal of care to ensure that they participate fully in lessons and develop their independence. However, the approaches to support these pupils in mathematics are not always as well developed as those in English. This means their progress is not as rapid in mathematics.
- Pupils who are known to have been eligible for free school meals make good progress in English and mathematics because the additional funding available is used to give them extra support from well-trained teaching assistants. It is also used to provide opportunities to participate in a range of activities, including residential trips if necessary, and to develop their social and learning skills, for example through the 'forest school' lessons. As a result, they catch up with their classmates and are helped to overcome difficulties they may face.

### The quality of teaching is good

- Teachers have good subject knowledge and use the information they have about how well pupils are doing to plan work that is well suited to each group of pupils. This means that most lessons engage pupils and challenge them to work hard. Pupils are expected to concentrate on their work and to complete the tasks prepared for them to a good standard because adults typically have high expectations of them.
- Comments in books give pupils encouragement, and, since a new approach was agreed, include helpful comments about what pupils should improve. In some classes pupils acknowledge these comments, but across the school pupils do not often enough take action because of these comments and they miss out on opportunities to make sure they have grasped the skills or ideas they have covered.

- Occasionally, some teachers talk for too long and make more-able pupils sit through explanations they do not need, which limits the amount of time these pupils have to get on with their work, particularly older pupils.
- In most lessons, teachers keep track of how well pupils have understood the work they are doing, and ensure those who need help get it quickly, or adapt the task as needed. Teachers and teaching assistants work well together to keep up the pace of learning. For example, in a highly effective lesson, the teacher and teaching assistant provided excellent support so that pupils made rapid progress and were able to use the knowledge they had gained to have a well-constructed debate.
- Pupils are given targets to help them know what they need to be aiming to learn, particularly in English and mathematics. They also have personal targets about their overall learning and development. In the best lessons, pupils are encouraged to think about how they may have met their targets, although there are not always enough opportunities to decide for themselves or record this.
- There is a strong emphasis on enjoying learning, and teachers share this enthusiasm with the pupils. The high level of energy and enthusiasm displayed by teachers particularly helps to engage the boys. Parents and pupils say that they think there is enough homework, that it is fun, and that this helps their learning.
- More-able pupils often get extra work to do and are encouraged to move onto the harder work as soon as they are confident with what they are doing. However, they do not always take advantage of this and occasionally spend too long doing work that is too easy.

### **The behaviour and safety of pupils** are outstanding

- Pupils always work hard and willingly take on all the tasks that the teachers have prepared for them. They like the opportunities they get to work together in teams, particularly when they do investigations. Their behaviour is exemplary and school records show that this is how things always are.
- Pupils are very positive about their school and say that they feel safe, because of the things the school does to make sure this is so. They feel the teachers respect their ideas and they have excellent relationships with the adults in the school.
- Lessons run smoothly because pupils like the topics they study and there is virtually no interruption because of behaviour. The fact that the themes run across the whole school means that pupils of different ages are excited about the same things, and enjoy chatting about what they are doing in their class.
- Parents and pupils said that they think it is a lovely school and a central part of the community. A number of parents said that their children are always keen to get to school in the morning. As a result, attendance is above average.
- Around the school, pupils are polite to adults and kind to each other. In particular, older pupils enjoy taking care of younger pupils, for example, by helping as playground buddies. Some of the pupils run their own clubs, such as a computer club focused on three dimensional design, which is very popular.

- Pupils get along very well and show great appreciation for the needs of others, including those with disabilities. They have a good understanding of how they can help to make their school, and the wider community, a better place to live and learn. For example, they have been keen to raise money to help a pupil who is ill.
- Pupils have a good understanding of the different forms that bullying might take. Pupils are confident that bullying would always be challenged at their school and that it would be dealt with. They know how to keep themselves safe while using the internet, and parents have been helped to understand this as well. Pupils and parents said that there is always someone they can speak to if they are worried or have questions.

### **The leadership and management are good**

- The headteacher has established a clear vision for bringing about improvements and the teachers share this. Together with the teachers who lead different subjects, she has a good understanding of the key issues that need to be tackled, for example, to improve mathematics. However, some of the techniques which have been introduced are not always used consistently by all teachers, such as letting more-able pupils get on with their work quickly.
- Teachers have had good opportunities to see outstanding learning in other schools and are beginning to put some of these ideas into practice in their own lessons. These opportunities to develop teachers' skills are helping to improve teaching overall.
- The development of pupils' skills and knowledge is carefully planned within the framework of the chosen themes across the school. This curriculum is further enriched by the well-focused trips and visitors, as well as through the 'forest school' lessons for younger pupils and some older pupils. This helps them to find practical ways to use their learning and to develop their social skills by working together to solve outdoor challenges.
- The involvement of groups from the community, including different churches, helps pupils to feel a strong sense of belonging and helps support pupils' spiritual, moral, social and cultural development well.
- The organisation of the curriculum for mixed-age classes is well managed and contributes to the richness of the learning experience for pupils, as they appreciate each other's strengths and learn about similar topics at different levels.
- The local authority has helped the school to make sure their views are accurate, and that the school and governors have a good grasp of how the school's data compare with that of other schools. External partners have also helped to check that the headteacher's view of teaching is accurate; the expertise of the headteacher is used by the local authority to help other headteachers.
- Many parents and governors volunteer to help in the school, both to support learning and in practical ways, such as helping with maintenance and the grounds. This ensures the school looks well kept, and helps pupils to value their environment.
- **The governance of the school:**
  - Governors have undertaken training to make sure they understand what the data show about the performance of pupils and the quality of teaching. They use this accurate view to challenge the school, alongside their support, asking questions to check the evidence the school has, and asking for more information where necessary. They ensure that all the funding

the school receives is used wisely and check on its effectiveness. They encourage the best teaching through linking teachers' pay to pupils' achievement. The governors and headteacher make sure that teachers are well trained to understand their responsibilities in keeping pupils safe, and all policies and requirements are in place.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	121877
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	403480

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Hemmings
<b>Headteacher</b>	Julie Walsh
<b>Date of previous school inspection</b>	27–28 September 2007
<b>Telephone number</b>	01788 822498
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