

# Yarmouth Church of England Aided Primary School

Mill Road, Yarmouth, Isle of Wight, PO41 0RA

## Inspection dates

17–18 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, working closely with the governing body, has taken effective action to improve the quality of teaching and pupils' achievement since the school's last inspection.
- Teaching is consistently good in all areas of the school, and some of it is outstanding. The teaching of phonics (linking sounds to letters) is particularly effective.
- As a result, pupils throughout the school make good progress from their various starting points and achieve well in a range of subjects, and especially in writing.
- Pupils feel very safe in school. They behave well, and have very few concerns about bullying.
- The headteacher and governing body have ensured that the school has made a smooth transition to an all-through primary school.
- The new federation has helped teachers to share good practice in teaching, which is helping to improve pupils' achievement.
- The school's promotion of pupils' spiritual, moral, social and cultural development is very strong.

### It is not yet an outstanding school because

- Pupils' achievement is not outstanding, because there is not yet sufficient outstanding teaching.
- Pupils' progress in lessons slows very occasionally and their interest flags because teachers do not always give them sufficiently varied and interesting activities.
- In mathematics, pupils do not have enough opportunities to undertake practical tasks.
- Teachers do not always give pupils sufficiently detailed feedback on what they have done well in their written work, and what they need to do next to improve it.

## Information about this inspection

- The inspector observed five lessons, two of them together with the headteacher, visiting all the classes in the school and observing all the teachers at least once. He also made shorter visits to a number of other lessons to listen to pupils read, attended an assembly and observed one of the school's after-school clubs.
- The inspector held discussions with a group of pupils from Years 1 to 6, individual pupils, the Chair and Vice Chair of the governing body, members of staff and a parent, and spoke by telephone with a representative of the local authority.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' attainment and progress, safeguarding procedures, behaviour and attendance records, and self-evaluation and planning documents.
- In planning and carrying out the inspection, the inspector took account of the 14 responses to the online questionnaire (Parent View) submitted before and during the inspection, the school's own most recent survey of parental views, two letters received from parents, and 14 questionnaires completed by members of the teaching and support staff.

## Inspection team

Robin Gaff, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a much smaller-than-average primary school.
- The proportion of girls varies from year to year, but has been consistently well below average.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils eligible for pupil premium support (additional money allocated to schools by the government) is small and well below the national average.
- Approximately 5% of pupils are supported through school action, and about 5% are supported at school action plus or have a statement of special educational needs. These proportions are well below the national averages.
- Since its last inspection, the school's status has changed, following local reorganisation of primary and secondary education, so that it now caters additionally for pupils in Years 5 and 6.
- Year 6 pupils sat national tests in English and mathematics for the first time in 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since September 2010, it has been part of a federation with Shalfleet Church of England Primary School, with which it now shares a governing body.
- There is a pre-school on the school site, which is managed by the Governing Body. This is subject to separate inspection arrangements.

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

- Raise attainment still further and increase the rate of pupils' progress so that achievement is outstanding, by:
  - ensuring that pupils have even more opportunities to take part in a range of stimulating activities in lessons
  - including more opportunities for practical work in mathematics lessons.
- Ensure that all teachers give pupils sufficiently detailed written feedback to enable them to know and understand the strengths and weaknesses of their written work, and the next steps they need to take to improve its quality.

## Inspection judgements

### The achievement of pupils is good

- Children join the school with skills and abilities which vary considerably but are generally in line with what is expected for their age.
- Pupils' workbooks and records of progress in school show that pupils in each age group make good progress over time and achieve well, especially in writing. Year 6 writing is often imaginative and exciting, as seen in their recent work on a topic comparing Romania and the Isle of Wight.
- Results in national tests in English and mathematics in 2012 show broadly average attainment. This was not, however, typical of pupils' attainment over time: this is normally above average for their age groups. For current Year 6 pupils, the school's own soundly based predictions, which are supported by the inspector's findings, indicate that results will be considerably higher in 2013.
- Children in the Reception class develop good social skills. They settle in quickly, and work and play happily and confidently together. They gain a good grasp of phonics because of the highly effective teaching they receive. As a result, they quickly develop a love of books and reading.
- Standards in reading throughout the school are above average, and pupils talk enthusiastically about the books they have read. Results were above average in the recent phonics screening check for Year 1 pupils.
- In mathematics, pupils gain a good understanding of mathematical principles and techniques, and apply them successfully to solving problems. However, pupils do not have enough opportunities to practise and extend their mathematics skills in real-life tasks.
- Disabled pupils and those with special educational needs make good and sometimes excellent progress. Small classes mean that teachers, ably supported by teaching assistants, can work individually with pupils, and plan and quickly adapt tasks to meet individual needs.
- Girls develop in self-confidence and achieve at least well as boys because teachers make sure that boys do not have an unfair share of classroom resources or of adults' attention.
- The school spends additional pupil premium money to good effect on additional teaching support for the pupils who qualify for it. The very small numbers involved make it inappropriate to compare their attainment directly with that of others in the school or pupils nationally. However, school records show that progress for this group, and for the few who are eligible for free school meals, is at least good, and that these pupils catch up with others. Pupils make good progress in a range of different subjects, including science and French. They work together well in group and individual tasks, confirming their good social development and preparation for the next stage of their education.
- Almost all the parents who responded to the Parent View and to the school's own survey strongly agreed that their children make good progress.

### The quality of teaching is good

- Teachers expect pupils to behave well and to work hard, and they do. Teachers explain tasks and what pupils are going to learn clearly, and carefully check pupils' understanding. Teachers use questioning well throughout lessons both to check and to develop pupils' learning.
- Teachers prepare a good variety of activities which match the age range of the pupils in their classes. They make sure that disabled pupils and those with special educational needs benefit from tasks which enable them to work at the right level and to make at least good progress.
- Teaching of phonics and writing is now a real strength, especially in Reception and Key Stage 1. For example, in one phonics session the teacher presented pupils with a series of challenges which corresponded very well to their ages and current levels of attainment. The session proceeded at a lively pace which enabled all the pupils to make excellent progress in linking

sounds to letters in their writing.

- The teaching of mathematics is good. Pupils enjoy solving mathematical problems and puzzles which they can solve using the techniques they have learned, although teachers do not always give them sufficient hands-on tasks.
- Teachers regularly assess pupils' progress and use the information they gain to plan suitable lesson activities. They mark and correct pupils' work thoroughly, and give them comments which enable them to know their targets and how well they are doing. Pupils often show in their writing that they have taken these comments on board.
- Occasionally, however, teachers' written feedback is too brief to help pupils to understand exactly what has gone well, and what they need to do to improve their work.
- Pupils say they enjoy their lessons. Parents confirm this, and almost all of those who responded to the surveys strongly agreed that teaching is good.

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

- Most parents agree that their children feel safe in school, that the school ensures that pupils are well behaved, and that it deals effectively with bullying. Pupils' comments, as well as school records and the inspector's own observations, confirm that their confidence is well placed.
- Pupils say they feel very safe and are not worried about bullying because it very rarely happens, and when it does, teachers deal with it very effectively. Pupils know about the different forms it can take, including racist behaviour and cyber bullying.
- The school has succeeded in considerably improving the behaviour of the very small number of pupils for whom it had been a cause for concern.
- Pupils are keen to take on responsibility, and many of them do so, for example as members of the school council. Older pupils take very good care of younger ones and go out of their way to help one another, showing their very good moral development.
- Pupils attend regularly and behave very sensibly around the school and in lessons. They are keen to learn, relate well to their teachers and listen attentively to each other's contributions in class.
- Very occasionally, pupils lose interest in lessons and their work rate drops because teachers have not included sufficiently varied and stimulating activities.

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

- The headteacher, her colleagues and members of the governing body are all strongly committed to improving the quality of teaching and pupils' achievement. They are not complacent about the progress the school has made: self-evaluation is accurate and improvement plans include realistic but challenging targets for further improvement.
- The headteacher has ensured that staff have developed the skills they need to cater successfully for older pupils. She regularly and carefully checks the quality of teaching, gives staff robust but supportive feedback about their performance, and enables them to attend relevant courses.
- Teachers have personal targets which are closely linked to the school's development priorities. Any pay increases or promotions are explicitly related to their achieving these objectives.
- Teachers have improved their practice by sharing and developing successful approaches and techniques with staff at Shalfleet. This has had a positive impact on pupils' achievement.
- The school has strengthened its links with the on-site pre-school, so that children now make a very smooth transition to the Reception class. Staff accurately assess children's attainment and skills when they start school. This helps staff to plan appropriate activities.
- The curriculum is very well adapted to meet the needs and interests of pupils of different ages and abilities, including disabled pupils and those with special educational needs. Pupils' interest

is sparked by a range of topics, including one based on a crime-scene investigation, in which pupils develop their writing and science skills by playing the part of detectives.

- The school provides a good range of visits, special events and after-school clubs. Many pupils participate enthusiastically in the Global Rock Challenge club, which helps them to develop a range of skills, including presentation, performance and group working.
  - The curriculum promotes pupils' spiritual, moral, social and cultural development very effectively, for example by enabling them to learn about different faiths, ways of life and global issues. This is enhanced by active links with organisations abroad, including in Romania, Pakistan and Ukraine.
  - Leaders use pupil premium money well to ensure that no pupil is prevented by financial reasons from taking part in after-school or enrichment activities. This, together with the good achievement of all groups within the school, demonstrates its success in promoting equality of opportunity and tackling any form of discrimination.
  - The local authority has supported the school well in improving teaching, for example by providing appropriate training for teachers.
  - Arrangements for safeguarding children, including vetting new staff appointments, meet requirements.
  - Parents and carers, including almost all those who responded to the Parent View and the school's own surveys, express very high levels of satisfaction with the school's performance.
  - **The governance of the school:**
    - The new governing body represents a good range of experience and expertise. Members are prepared to update their knowledge and skills through regular training. They have quickly gained a good understanding of the school's strengths and priorities for improvement. They are very much aware of the quality of teaching, and of how the school's performance compares with that of other, similar schools. Members understand how the pupil premium funding is being used to raise the attainment of the pupils who qualify for it. They hold the headteacher rigorously to account for the school's progress in improving pupils' achievement overall, and for ensuring that salary increases and promotion are linked to the quality of teaching.
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## 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>	118194
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	401730

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>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carla Bradshaw
<b>Headteacher</b>	Beryl Miller
<b>Date of previous school inspection</b>	3–4 March 2010
<b>Telephone number</b>	01983 760345
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