

# Yoxall St Peter's CofE (VC) Primary School

King Street, Yoxall, Burton-on-Trent, DE13 8NF

**Inspection dates** 19–20 November 2013

<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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- A culture of high ambitions shared by all leaders, teachers and the pupils themselves leads to good achievement.
- Pupils' progress in writing and mathematics is good. It is exceptional in reading. Standards in English and mathematics are above average.
- Pupils have a strong commitment to learning because teachers challenge them and work hard to build their confidence.
- The school is an exciting place to be. Pupils enjoy it, attend regularly and behave well because they feel safe and happy.
- The headteacher has ensured that teaching remains good and continues to improve at a time of some turbulence in staffing.
- Governors keep a close check on how well the school is doing and systematically challenge the headteacher about whether it is good enough.

### It is not yet an outstanding school because

- Pupils do not make outstanding progress in writing and mathematics in some classes. Pupils are not given enough high-quality opportunities to use the skills they learn in literacy and numeracy when working in other subjects.
- Some teachers do not use pupils' targets effectively to build skills in lessons or systematically over a period of time.

## Information about this inspection

- The inspector observed nine lessons, or parts of lessons, across the school. All of these were observed jointly with the headteacher. An additional short 'learning walk' was carried out to look at aspects of the school's work.
- The inspector looked at the work in pupils' books with the headteacher, heard some pupils read and watched an assembly.
- The inspector met with a group of pupils and talked to pupils in lessons, in the playground and as they moved around school.
- Meetings were held with the headteacher, other senior staff, members of the governing body and the school's improvement adviser from the local authority. The inspector spoke informally with other members of staff.
- The inspector took account of the 59 responses to the online questionnaire (Parent View) and other communication received from parents. She spoke informally to parents at the start and end of the school day. The 13 questionnaires submitted by members of staff were considered.
- The inspector looked at a range of documentation which included: the school's checks on how well it is doing and plans for improvement; evidence about how teachers are set targets to improve pupils' progress and records of observations of the quality of teaching; records of meetings of the governing body; the school's information about pupils' progress over time; and records relating to safeguarding.

## Inspection team

Sandra Hayes, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- Yoxall St Peter's is a smaller-than-average school.
- Most pupils join the school at the start of the Reception Year. The school has grown rapidly over recent years because a large number of pupils join in classes other than Reception.
- There are very few pupils from minority ethnic groups and none who speak English as an additional language.
- Very few pupils are known to be eligible for the pupil premium. This is additional funding from the government to support the achievement of pupils who have eligible for free school meals at any point in the last six years, are looked after by the local authority or have a parent in the armed forces.
- The proportion of pupils who need extra help and are supported by school action is higher than most schools. The proportion supported at school action plus, or who have a statement of special educational needs, is much lower than average.
- The headteacher is a Local Leader in Education. This means she works in partnership with the local authority to support other schools to improve the quality of teaching and leadership. She also coaches new headteachers. The school works with the National Forest School Teaching School Alliance so some of its staff provide guidance and support to teachers in other schools. The assistant headteacher has a strategic role across several local schools in connection with the training of aspiring teachers.
- At the time of the inspection, recent staff changes meant that some teachers had only been with their current classes for a very short time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Ensure pupils develop highly effective writing and mathematical skills, so that progress across all year groups is outstanding, by providing frequent, high-quality opportunities to:
  - write for long periods of time in a range of subjects
  - carry out challenging investigative work using their knowledge of numbers.
- Make more teaching outstanding by making sure all teachers:
- focus sharply on pupils' targets to ensure pupils understand their next step in learning and how they can achieve it in each lesson.

## Inspection judgements

### The achievement of pupils is good

- Pupils enjoy their learning. Parents are pleased with the progress they make. Pupils make good progress in writing and mathematics. Their progress in reading is exceptional.
- Children's early reading, writing and mathematical skills vary considerably from year to year when they start school. Their mathematical skills in particular are often below those expected for their age. They make good progress in the Reception Year and so most are ready to begin the National Curriculum for reading, writing and mathematics at the start of Year 1.
- Pupils in Years 1 and 2 make good progress, reaching above-average standards in reading and writing. They catch up in mathematics, so standards are close to those expected for their age. Pupils confidently use phonics (the sounds that letters make) to help them read or spell new words.
- In Years 3 to 6, pupils' progress over the last three years has improved. In 2013, the Year 6 national assessment results showed that pupils had made better progress in writing than pupils in other schools. Their progress in reading and mathematics was exceptional. The results were above average in mathematics and very high in reading, writing and the test for spelling, punctuation and grammar.
- There are no notable differences in the achievement of different groups of pupils in English and mathematics, including those supported by the pupil premium. Disabled pupils and those who have special educational needs make similar progress to other pupils in lessons. The extra help they receive ensures they make good progress over time in reading, writing and mathematics.
- During the inspection, most pupils made good progress in lessons observed. Their work in books confirmed this is usually the case.
- The school works hard to make sure pupils develop good reading habits. Pupils read every day and enjoy doing so. They talk confidently about favourite books and authors. One group was observed working sensibly, without adult intervention, to read and discuss a book together.
- Pupils develop highly effective speaking and listening skills through working together in groups, exploring or sharing knowledge. They write using well-constructed, interesting sentences and gain a secure knowledge of how numbers work. Nevertheless, achievement is not outstanding because pupils do not put writing and mathematics skills effectively into practice in longer pieces of work or investigative challenges involving knowledge of number facts.
- Pupils enjoy the many opportunities they have to successfully participate in different sporting activities. For example, the girls' football team recently won a district competition. The school has pooled the primary school sport funding from the government with other local schools to extend the geographical area within which the school competes, so increasing the potential for high quality competition.

### The quality of teaching is good

- Very supportive relationships and high levels of challenge give pupils a willingness to work hard. This positive approach to learning is a key factor in pupils' success.

- Teaching contributes strongly to pupils' spiritual and social development. Pupils learn to work collaboratively, to respect one another's contributions to group or class work, to reflect on their own learning and to develop resilience in the desire to improve.
- Teachers plan lessons that involve pupils in evaluating and shaping their own learning. This helps pupils understand how well they are doing and how to improve their work. In most lessons teachers use their knowledge of what pupils can already do to set challenging work for all groups, including the most able.
- The best teachers skilfully use pupils' own targets to focus attention on how to improve their work throughout the lesson. In some classes, pupils do not clearly understand what their current target is and so cannot use it to guide them to improve. Some teachers do not use targets to challenge pupils individually in lessons. As a result, some pupils do not make as much progress as they could. This is the key reason why teaching is not outstanding.
- In the best lessons seen, teachers and learning support assistants worked in close partnership, skilfully questioning pupils to check understanding, then making adjustments to the lesson to keep up a good pace of learning for all pupils.
- Teachers, including in the Early Years Foundation Stage, show pupils how to use quality language in their writing or use correct mathematical terminology. Most teachers insist that pupils do the same. On a few occasions, teachers miss an opportunity to extend pupils' use of language. This limits the quality of work produced in these lessons.

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

- Pupils are loyal to the school. Parents confirm that their children enjoy coming to school and are well cared for. This is reflected in pupils' high levels of attendance and punctuality.
- Pupils' attitudes to learning contribute to the good progress they make. They behave well in lessons, paying attention to the teacher and responding swiftly to instructions, so lessons run smoothly. On the rare occasions when lessons are not challenging enough, some pupils lose concentration and become fidgety. This disrupts their learning.
- Pupils move sensibly and quietly around school, showing courtesy and respect to others as they do so. They play sensibly and safely at playtimes. Some pupils say lunchtimes would be more fun if they had more equipment to play with. They are polite and friendly to adults, reflecting the way they are treated.
- Pupils listen to each other and respect others' opinions. They show concern for the well-being of others and support one another in times of difficulty. They say bullying hardly ever happens and when it does, they know who to talk to and that it is sorted out quickly. Pupils appreciate what the school has done to raise their awareness of bullying and how to stay safe. They spoke enthusiastically about a play they watched which helped them understand how to use the internet safely.
- Parents say the school expects good discipline and most feel behaviour is managed well. School records show that incidents of unacceptable behaviour are rare

**The leadership and management are good**

- The headteacher leads the school with a strong drive to achieve the best outcomes for pupils. She demands the best from all staff, who express respect for her and pride in working at the school. Her high expectations, underpinned by stringent processes for managing the performance of teachers, ensure that teaching is good and continues to improve.
- Leaders, including governors, have an honest and challenging view of the school's strengths and what needs to improve further. The headteacher checks the quality of teaching regularly, using all available information including data about the progress of different groups of pupils and the views of pupils themselves.
- The school's plans for improvement, including that for the use of the pupil premium and the one linked to the primary school sports funding, are well focused on pupils' achievement and well-being. Subject leaders are involved in drawing up these plans and have arranged appropriate training, guidance and support for teachers. The headteacher uses information about pupils' achievement to judge if these actions have been successful. The school plans to evaluate the impact of the sports funding by judging the confidence of teachers in teaching some aspects of physical education and the increased success of its teams in competition.
- The topics children study give a wide range of interesting experiences and inspire them to ask questions about the wider world, including about various periods in history and different cultures. Pupils particularly value the exciting visits and many visitors that come to school as part of these topics.
- The school seeks to work in partnership with parents. A number of parents regularly help in school. During the inspection, grandparents were invited to share lunch with their grandchildren. They and the pupils enjoyed this immensely.
- The local authority has an appropriately light touch in supporting this good school and, rightly, uses the expertise of some staff to support other schools, teachers and headteachers.
- **The governance of the school:**
  - The governing body effectively sets the strategic direction for the school.
  - Governors have a structured approach to meeting statutory responsibilities, including those for keeping pupils safe and ensuring equality of opportunity for all pupils. The governing body is reflective and actively seeks to improve its own effectiveness.
  - Governors use data about pupils' performance to accurately challenge the headteacher about the quality of teaching. They know that teachers' targets are based on the expected achievement of pupils and take decisive action where needed to reward good teaching and effectively tackle underperformance.
  - The governing body checks the impact of changes made by the school and its own decisions about the use of funding to ensure value for money and good outcomes for pupils. For example, governors know what difference pupil premium funding has made to the achievement of eligible pupils.

## 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>	124286
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	429300

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Norman Taylor
<b>Headteacher</b>	Trudy Pyatt
<b>Date of previous school inspection</b>	4 March 2010
<b>Telephone number</b>	01543 472236
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