

Yoxford Primary School

High Street, Yoxford, Saxmundham, IP17 3EU

Inspection dates 29–30 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- School leaders, including governors, have done too little to ensure good quality teaching and learning for pupils.
- Too many pupils, including the most-able pupils, disadvantaged pupils, disabled pupils and those with special educational needs, make slow progress and underachieve.
- The school's information used to track pupils' achievement is inaccurate.
- The school is failing to deliver the National Curriculum. Learning in some subjects, including science, history and geography, is poor.
- Teachers have low expectations of pupils, so too many pupils take little pride in their work and do not know how to improve.
- Teachers do not ensure that pupils are motivated and engaged by their learning, and consequently some pupils distract their peers.
- Teaching in the Early Years Foundation Stage is poor and badly organised.

The school has the following strengths

- Pupils are happy and safe. They enjoy the outside learning area as it provides an exciting and fun environment and is used for many creative and enriching learning opportunities.
- The school is well supported by the local community, and all parties involved with the school are committed to improvement.

Information about this inspection

- The inspector observed pupils' learning in six lessons, one lesson jointly with the executive headteacher and two lessons jointly with the head of school site.
- The inspector held meetings with the executive headteacher, head of school site, members of the federated governing body, a representative from the local authority, parents and pupils.
- A wide range of documentation was examined including: policies and procedures, self evaluation reports, development plans for the school and federation, monitoring files, safeguarding records, recruitment procedures, minutes of governing body meetings and in-school tracking data. Work in pupils' books for the current academic year was scrutinised.
- A comprehensive tour of the school was undertaken, led by the head of school.
- The inspector listened to readers from both key stages.
- Fifteen parents responded via Parent View, the on-line questionnaire.
- One staff questionnaire was received and considered.

Inspection team

Deborah Pargeter, Lead inspector

Seconded Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Yoxford is much smaller than the average-sized primary school.
- The school became part of a federation with three other local schools on 26 March 2015: Peasenhall Primary School, Middleton Primary School and Bramfield Primary School. The federation shares an executive headteacher and governing body.
- The school has three classes. An Early Years Foundation Stage and Year 1 class, a Year 2, 3 class and a Year 4, 5 and 6 class. Children attend the Early Years Foundation class full-time.
- Almost all pupils are White British and there are no pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is average with no pupils with a statement of special educational need or education, health and care plan.
- A lower than average proportion of pupils join or leave the school at different times during the school year.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for pupils looked after by the local authority and those known to be eligible for free school meals.

What does the school need to do to improve further?

- Improve leadership and management by ensuring that:
 - robust systems are in place to monitor regularly and accurately the quality of learning and teaching, and that specific measurable actions are put in place to tackle all areas that are identified as needing to improve
 - governors are provided with accurate and clear information that allows them to review frequently the impact of planned improvements on the quality of teaching and the progress of all groups of pupils
 - the head of school, teaching staff, teaching assistants and administrative staff are all adequately trained and supported in order to fulfil their roles
 - all teachers are accountable for any practice that does not meet the national teaching standards, and that other staff are accountable once they have been adequately trained in their areas of responsibility
 - teachers understand the specific National Curriculum expectations for all subjects for each year group, and deliver lessons that meet these expectations.
- Improve the quality of teaching and learning by:
 - matching the content of the lesson to the ability and age of pupils within the class
 - marking work so that pupils have a clear understanding of how to improve
 - modelling high expectations for presentation in their teaching, displays and presentation of materials, and support this by making very explicit to pupils what acceptable presentation is
 - allocating teaching assistants to support the learning of different groups in the class, providing them with adequate information to help pupils learn.
 - asking pupils probing and challenging questions to clarify their understanding and extend their learning.
- Improve learning in the Early Years Foundation Stage by:
 - adequately training staff to meet the learning needs of reception-aged children
 - resourcing the provision to meet the areas of learning as outlined in the statutory framework for the Early Years Foundation Stage

- accurately assessing children's learning against the national framework, and use this assessment to plan activities that give children the opportunities to make 'next step' progress.

■ Secure pupils' good attitudes and behaviour by:

- planning and delivering lessons that are interesting and engaging
- the clear and consistent use of praise and consequences so pupils know what is expected of them
- supporting pupils to take pride in their achievements
- encouraging pupils to take responsibility for the quality of their own work, and trying harder to improve.

An external review of governance and of the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management can be improved.

Inspection judgements

The leadership and management are inadequate

- Leaders have not demonstrated the capacity to improve the school because they have not established effective systems to monitor standards in teaching, achievement and behaviour. This has resulted in an inaccurate view of the strengths and areas for improvement, and incorrect reporting to the governing body.
- The leadership within the school and federation is ineffective because school leaders do not have a clear enough understanding of their roles and responsibilities. The head of school role is described as operational but has responsibility for teaching and learning. The head of school is not familiar with, or trained to carry out, routine activities such as analysing nationally-produced school data or monitoring impact.
- Weak leadership and management has meant that ineffective teaching has been unchecked. There is too little monitoring of day-to-day teaching and learning, or the way that this is organised.
- Moderation of pupils' performance using reviews of pupils' work has not been done routinely, so in-school information is not accurate and sometimes indicates that pupils are achieving better than they actually are. This is preventing the school's recently-improved data-tracking system being effective or useful.
- There is no consistent strategy in place to respond to poor behaviour. Pupils are confused about what behaviour is unacceptable. Poor behaviour is not tracked and therefore links have not been made between poor behaviour and factors such as classes or times of the day.
- Parents are very supportive of the school and play an active part in school life. There is a strong sense of community and all pupils and their families are equally valued. Several parents and other local residents help with activities such as reading and gardening.
- Leaders effectively support the well-being of pupils and their families and have created a school with a nurturing ethos. Pupils with additional needs are given some good support but there is limited monitoring of the impact of this work on their welfare and progress.
- There is inadequate delivery of the full National Curriculum. Subjects such as history, geography and science are not covered well enough to enable pupils to make good progress.
- School leaders provide pupils with a broad and creative variety of activities that enrich their experiences beyond the National Curriculum. Activities such as sourcing food through 'East Feast' and den building are enjoyed by pupils although pupils' learning is not linked well enough to specific aspects of the curriculum.
- Pupils have an understanding of social responsibility and moral codes. Pupils clearly enjoy a breadth of artistic experiences and can appreciate and create artefacts such as puppets and sculpture. However, pupils struggle sometimes to be reflective in lessons because their classmates disturb them.
- Pupils are not developing an understanding of life in modern Britain, or fundamental British values, because they have limited opportunity to consider basic ideas linked to democracy or the rule of law. This is not supporting the older pupils in their transition to secondary school.
- School leaders have used the pupil premium grant to provide additional support for disadvantaged pupils but the measurement of impact of this is not reliable.
- The school's sports grant has been used effectively, as it has enabled all pupils to learn to swim, have better gymnastics equipment and access a broader range of sporting activities.
- The local authority has provided support to the federation but this has not had a positive impact on outcomes for pupils at Yoxford.

■ governance of the school:

- Governors have an inaccurate view of the achievement of pupils and quality of teaching as a result of the poor quality reports they receive from school leaders. Governors have not challenged senior leaders about the school's inadequate performance.
- There is no evidence of the effectiveness of the newly-formed, federated governing body as they have only been in existence for a very short time and the Chair of the Governing Body was only appointed in late April 2015. Improvements in governance and leadership are planned, and governors are now being pro-active in seeking advice and support.
- Staff underperformance has not been tackled effectively.

The behaviour and safety of pupils requires improvement**Behaviour**

- The behaviour of pupils requires improvement because a significant minority of pupils do not demonstrate positive attitudes to their learning. When tasks lack purpose or become difficult they fiddle with equipment, chat to their friends and ignore instructions given by teachers and teaching assistants. Where lessons are more dynamic there is a significant change in pupils' behaviour and they listen, participate and produce work of a much higher standard.
- During break time and lunchtime pupils were courteous and played in a considerate way. During a Key Stage 2 informal football game and Key Stage 1 den-building activity boys and girls played together well and were amicable and accommodating of each other.
- Pupils know about different types of bullying. They say that people can be unkind in their school but they know what to do if they are unhappy or worried. Pupils and parents are happy that staff deal with any reported incidents of bullying effectively.
- Resources in classes are scruffy and consequently pupils do not treat them with care and respect.
- Pupils do not take pride in their work and it is poorly laid out, with no care paid to handwriting and overall presentation. This does not help to equip older pupils for secondary school.

Safety

- The school's work to keep pupils safe and secure requires improvement. Although pupils are safe, some of the systems to ensure this are not as meticulous or robust as they should be.
- Safeguarding concerns are dealt with effectively and the designated safeguarding leader has a good knowledge of procedures and actions, and has used these to support vulnerable families.
- Attendance is below that expected for all schools but is gradually improving. The school is starting to challenge absences for particular pupils.
- Guidance for vulnerable pupils who join or leave the school has been thorough, and leaders have ensured that all parties have been fully informed and supported.

The quality of teaching is inadequate

- Teaching is inadequate because too many lessons lack purpose and so too many pupils make little or no progress. In some subjects, pupils are given the same work with no consideration for their different abilities.

- Work in some subjects has been unmarked for long periods, and pupils receive no written feedback or guidance on improving their learning. The majority of pupils do not know what they need to do to make progress.
- Some teachers do not have a good enough understanding of the curriculum or teaching strategies to promote good learning. Where this is evident, lessons are dull and pupils are not able to demonstrate any new skills, knowledge or understanding.
- Where teaching is effective, pupils respond to teachers promptly and in a considered manner and clearly enjoy the additional challenge that is presented. In these lessons pupils make good progress.
- Teaching assistants who have been appropriately trained and are given clear instructions provide effective support for small groups of pupils. They have not been trained on how to support large groups of pupils. Some activities planned for Teaching assistants do not facilitate learning, and pupils lose interest quickly.
- Teachers' expectations of pupils' learning, presentation and behaviour are too low and they do not model high standards in their lessons.

The achievement of pupils

is inadequate

- The standards reached by children at the end of Reception and by pupils at the end of Key Stages 1 and 2 are generally lower than seen for most pupils nationally. Since children enter the school with skills and aptitudes that are broadly expected for their age, this indicates that, too often, pupils make inadequate progress during their time at school.
- Work in books, and nationally reported test results over the last two years, demonstrate that pupils leave the school achieving approximately a year behind their peers nationally in reading and mathematics and two terms behind their peers in writing.
- Disadvantaged pupils are performing approximately a term behind all pupils nationally in reading and writing and broadly at the same level in mathematics. Although there is a gap in achievement, this is narrower than disadvantaged pupils nationally.
- Pupils with a disability and those with special educational needs underachieve because they do not make enough progress to narrow the attainment gap with their classmates, and are not well enough prepared for the next stage of their education.
- Some pupils in Key Stage 1 have limited phonics strategies (the sounds that letters represent) and this makes it more difficult for them to learn to read well.
- In-school data for the most-able Year 6 pupils is not secure. However, based on scrutiny of pupils' work, the most-able pupils are not achieving as well as they should, because too few are reaching the highest levels of attainment.

The early years provision

is inadequate

- Children make inadequate progress in the Early Years Foundation Stage. They enter the setting with skills, knowledge and understanding similar to other children of their age but too few reach the expected level of development by the age of five. The nationally-reported data for children when they leave the Early Years Foundation Stage is contradicted by school data and senior leaders have recognised that assessment is unreliable.
- The setting is chaotic, cluttered and lacks organisation. Children are not able to access resources independently that support activities and this limits their learning opportunities.

- Many activities are not directly linked to children’s learning outcomes as outlined in the Early Years Foundation Stage framework, and adults do not pose questions that ignite children’s curiosity or enthusiasm for learning.
- Disorganised teaching means that insufficient attention is paid to children’s safety and well-being. Safety in Early Years Foundation Stage requires improvement. During activities observed by the inspector, children were left unsupervised for several minutes while the teacher supported the Year 1 pupils. The children were not provided with any purposeful tasks or adequate supervision until an additional teaching assistant returned.
- Leadership of early years is inadequate because staff are not effectively deployed or guided to support learning and they do not have a good enough understanding of the learning needs of children of this age. Assessments have been recognised as inaccurate and planning for learning does not meet the statutory requirements of the curriculum.

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

Unique reference number	124621
Local authority	Suffolk
Inspection number	461653

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	The local authority
Chair	Nancy Main
Headteacher	Cathryn Benefer
Date of previous school inspection	28 March 2011
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