

Inspection of Yoxford & Peasenhall Primary Academy

High Street, Yoxford, Saxmundham, Suffolk IP17 3EU

Inspection dates: 11–12 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Pupils at this school are happy and well cared for. From the moment they arrive at school in the morning, they enjoy spending time with their friends. Pupils know each other well and look out for those who might need extra help. Children in Nursery and Reception settle in quickly. They swiftly become part of the school community, confidently taking part from the very start in assemblies, playtimes and lunchtimes. They are supported by older buddies, who enjoy this responsibility.

Teachers know the pupils in their care extremely well and make sure that each individual receives any support needed and is challenged in their work. Pupils enjoy the topics covered in class. They are confident readers, which helps them in all their lessons.

Pupils generally behave well and work hard. Pupils feel safe. They know who to talk to if they are worried. Bullying and discrimination between pupils are rare occurrences.

Pupils value the opportunities they have beyond the core academic curriculum. All pupils in Years 1 to 6 are members of the Scout Association and take part in the meetings every Friday afternoon. The pupils are clear about how they develop skills in being independent, challenging themselves and being active. The activities also support their understanding of British values and the world around them.

What does the school do well and what does it need to do better?

The school provides a good quality of education. Since the merger of the two village schools and reopening as an academy, the school has undergone significant improvement. Rightly, leaders have focused on raising standards in reading, writing and mathematics. Working closely with the multi-academy trust (MAT) they have provided the right training and support to improve the quality of teaching in those subjects.

The teaching of reading, writing and mathematics is well structured. Most of the time, it is clear what teachers want pupils to learn so that pupils gain appropriate knowledge or skills. Pupils feel challenged. Sometimes, teachers do not organise pupils' work well enough and, as a consequence, some pupils are not stretched in their learning, and do not read and write as well as they could by the time they leave the school. Leaders know what to do to make the improvements needed, but their actions have not yet made enough difference.

Leaders are ambitious for the curriculum as a whole. They want pupils to enjoy learning about topics such as 'Mystery and Magic', as well as develop the most important subject-specific skills and knowledge. There is a clear emphasis on understanding words used in the different subjects. Pupils can use these words in other subjects and themes. Teachers have begun to carefully plan pupils' learning in

subjects such as art and science. This is at an early stage though in history and geography.

Pupils in most of the school now achieve in line with what is expected for their age. Disadvantaged pupils receive any additional support, as necessary, and achieve as well as their peers. Any pupils who might be at risk of falling behind are given the help they need to catch up. This help has been particularly successful in getting pupils reading. Creating a love of reading is being encouraged at the very start of the school but is not yet a core part of the school ethos.

Pupils with special educational needs and/or disabilities (SEND) are supported very well and are fully integrated into school life. Staff are well trained in meeting the pupils' needs. Highly effective transition arrangements support new starters.

Pupils behave well. They are respectful of each other and listen carefully. They play together in groups of mixed gender and age. Leaders provide good opportunities for pupils to develop a range of skills that are important at an individual level, such as performing in a public venue. Pupils value these activities.

The school is well led and managed. Staff feel well supported by senior leaders. Leaders work closely with others in the MAT to continue to improve the education of pupils. Leaders have created a new school that has close community links.

Trustees and the Locality Committee provide effective challenge and support to leaders. The Locality Committee is proactive in developing its own members' skills, for example seeking training on meeting the needs of pupils with SEND, in response to a recent increase in pupils with SEND.

Safeguarding

The arrangements for safeguarding are effective. There is a strong safeguarding culture and the close knowledge staff have of each pupil helps them be aware of any support needed. Leaders make sure that staff are well trained and kept aware of updates as and when needed. Those responsible for governance ensure that all appropriate checks are made on those working in the school.

Leaders work closely with external agencies, seeking advice where needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The quality of teaching is not consistently strong across the whole school. Some teaching is not presented clearly enough. This is stopping the pupils in some older year groups continuing to make the progress that they make in earlier years, particularly in reading and writing.
- Learning is not well structured and sequenced in all subjects. Leaders have put in

place ambitious curriculum plans. Most teachers make good use of these to structure learning in reading, writing and mathematics. They are now starting to use this effectively in most other subjects. However, teacher knowledge of what this sequence might look like in history and geography is not as strong.

- Virtually all pupils can read at an age-appropriate stage, and most enjoy reading. They read books that are challenging for them. However, teachers do not yet encourage a love for reading. Story books shared with classes are not always finished. Some books chosen are poorly matched to the interest and challenge required for the age group. There is a well-stocked library, but pupils do not access it other than to change their reading book.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143830
Local authority	Suffolk
Inspection number	10110190
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	Board of trustees
Chair of trust	Dawn Carman-Jones
Headteacher	Gail Jerman
Website	www.yoxvalleypartnership.org
Date of previous inspection	Not previously inspected

Information about this school

- Yoxford and Peasenhall Primary Academy was opened in 2016. The two predecessor village schools were subject to special measures.
- The school is part of the Yox Valley Partnership, sharing a headteacher and other senior leaders.
- The school is part of the Consortium MAT.
- This school is much smaller than the average primary school.
- Leaders provide a breakfast and after-school club.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- As part of this inspection, inspectors met with the headteacher, senior teacher, special educational needs coordinator, curriculum leaders and MAT representatives, including the chief executive officer. They also met with groups of teachers and pupils. They met with members of the trustees and the Locality Committee.

- Reading, mathematics, art and design, and science were considered as part of this inspection. Inspectors spoke to curriculum leaders, visited lessons, undertook work scrutinies, and met with teachers and pupils to understand the quality of education.
- To inspect the school's safeguarding arrangements, inspectors spoke to the designated safeguarding lead, members of staff, parents, Locality Committee members and pupils. They checked the single central record and a sample of safeguarding records.
- Inspectors observed playtimes and lunchtime. They attended assembly and spoke to pupils about their school.
- The transition arrangements for quality of education apply to this inspection.

Inspection team

Tessa Holledge, lead inspector

Her Majesty's Inspector

Nick Rudman

Ofsted Inspector

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