

# INSPECTION REPORT

**ST PETER'S CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Yoxall, Burton on Trent

LEA area: Staffordshire

Unique reference number: 124286

Headteacher: Mrs M Jones

Reporting inspector: Mr David Carrington  
15414

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> October 2001

Inspection number: 192986

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

|                              |   |
|------------------------------|---|
| Type of school:              | Infant and junior   |
| School category:             | Voluntary controlled                                      |
| Age range of pupils:         | 4 to 11   |
| Gender of pupils:            | Mixed   |
| School address:              | King Street<br>Yoxall<br>Burton on Trent<br>Staffordshire |
| Postcode:                    | DE13 8NF  |
| Telephone number:            | 01543 472236  |
| Fax number:                  | 01543 473624  |
| Appropriate authority:       | The governing body  |
| Name of chair of governors:  | Rev Mrs J Lister  |
| Date of previous inspection: | 17th March 1997   |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                     |                      | Subject responsibilities  | Aspect responsibilities  |
|--------------|---------------------|----------------------|---|--|
| 15414        | Mr David Carrington | Registered inspector | Mathematics<br>Science<br>Information and communication technology<br>Physical education<br>Religious education   | The characteristics and effectiveness of the school<br>The school's results and pupils' achievements<br>Teaching and learning<br>Leadership and management |
| 19664        | Mr John Bayliss     | Lay inspector        |   | Pupils' attitudes and values and personal development<br>Pupils' welfare, health and safety<br>Partnership with parents and carers                         |
| 3751         | Mrs Trudy Cotton    | Team inspector       | English<br>Art and design<br>Design and technology<br>Geography<br>History<br>Music<br>Areas of learning for children in the Foundation Stage<br>Equal opportunities<br>Special educational needs | Quality of learning opportunities  |

The inspection contractor was:

Arden Inspections  
University of Warwick Science Park  
Unit 2, Barclays Venture Centre  
Sir William Lyons Road  
Coventry  
CV4 7AZ

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33 Kingsway  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Peter's Church of England Primary School is situated in the centre of the village of Yoxall, about seven miles north of Lichfield in Staffordshire. There are 76 boys and 67 girls at the school, most of whom come from Yoxall and the surrounding parishes. About a third of the pupils join the school after the usual starting time in the reception year. The school is smaller than most primary schools and is housed in the original village school and fairly recent buildings within pleasant school grounds. Just under five percent of the pupils are entitled to free school meals. The proportion of pupils with special educational needs is a little below average, although the proportion with statements is above that usually found. There are very few pupils from minority ethnic backgrounds and all pupils speak English fluently. Pupils' level of skill and knowledge is at least at the expected level when they start school.

### **HOW GOOD THE SCHOOL IS**

St Peter's Church of England Primary School is a very good school where pupils have a very effective education. Teaching and learning quality is very good and pupils' personal development is a strength. Standards are rising, and are very good overall at the ages of seven and 11. The headteacher leads the school with excellence and overall management quality is very good. There are a number of ongoing aspects where the school wishes to make further improvements, but no key issues arise from this inspection. The school gives good value for money and its future is very bright.

#### **What the school does well**

- Standards have risen well in recent years and are very good overall. This includes English, mathematics, science and information and communication technology (ICT).
- The quality of teaching is very good and pupils make very good progress in their learning.
- The school takes particular care to ensure all pupils, regardless of their background, are included in all aspects of school life and learn very effectively.
- Expectations are high and pupils develop very good attitudes and relationships. Behaviour is a considerable strength. Their sense of enthusiasm for school is excellent.
- The personal development of pupils is very good. Their moral development is excellent and their spiritual, moral and cultural education is very effective.
- The curriculum brings considerable enrichment to pupils' experiences in all parts of the school.
- There is excellent leadership and all staff form a strong team that is committed to high quality learning experiences and high standards. School management is very efficient and effective.

#### **What could be improved**

*There are no major issues for the school to tackle. Rather, there are a number of aspects of the work of the school for continuing improvement and the governors will include these in their action plan:*

- Some areas used for the education of children in the reception class are cramped or are corridors.
- The marking of work does not always flag clearly how the work can be improved.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When the school was inspected in 1997, there were four key issues:

1. Raise standards in ICT throughout the school.
2. Complete and implement fully schemes of work for all subjects.
3. Develop whole school policies for assessment and record keeping.

4. Develop effective procedures for monitoring and evaluating the work of the school.

The school has made very good progress with improvement. Not only are policies and schemes in place, they are interpreted consistently and checked to ensure that they work in the pupils' favour. ICT is an emerging major strength of the school. The inspection team judges that the school is in a very strong position to maintain this accelerated rate of improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 | Key                  |
|-----------------|---------------|------|------|-----------------|----------------------|
|                 | all schools   |      |      | similar schools |                      |
|                 | 1999          | 2000 | 2001 | 2001            |                      |
| English         | B             | E    | A    | A               | very high A*         |
| mathematics     | B             | C    | A    | B               | well above average A |
| science         | B             | B    | A    | A               | above average B      |
|                 |               |      |      |                 | average C            |
|                 |               |      |      |                 | below average D      |
|                 |               |      |      |                 | well below average E |
|                 |               |      |      |                 | very low E*          |

*Similar schools are those schools with up to 8% of the pupils entitled to free school meals.*

Because the number of pupils in the Year 2 and 6 classes can be small, just one pupil more or fewer gaining the expected level will have a big effect on the overall standards achieved. This in part explains the variation in standards between 2000 and 2001.

Standards achieved by Year 6 pupils in 2001 were better than those the year before, especially in English. In 2001, 11-year-old pupils achieved levels that were well above those found in most primary schools. When compared to results from schools where a similar proportion of pupils is entitled to free school meals, pupils at St Peter's School did very well.

The results of Year 2 pupils in 2001 showed a similar pattern, with very high results in mathematics and science.

The latest government information shows that standards in school are improving at a broadly similar rate to that found in most other primary schools. Inspection evidence confirms that standards have risen across all subjects, chiefly in ICT. Standards in other subjects are very good at the age of seven and 11. In comparison with the situation at the time of the 1997 inspection, the rate of progress made by pupils is now uniform through the school and is very good.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Very good. The positive features found at the time of the previous inspection have been maintained and pupils' excellent enthusiasm for school makes a major contribution to the quality of learning.              |
| Behaviour, in and out of classrooms    | Very good. Behaviour is consistently very good. There have been no exclusions in recent years.   |
| Personal development and relationships | Very good. The pupils grow into kind, tolerant and very pleasant children. Relationships are very good and enable pupils to collaborate successfully in their work. They become very mature and sensible learners. |
| Attendance                             | Very good. Attendance levels have continued to be very high compared with the national average. This very good attendance level  |



|  |  |
|--|--|
|  | has a positive impact on pupils' learning. |
|--|--|

**TEACHING AND LEARNING**

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching    | Very good | Very good   | Very good   |

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The overall quality of teaching has improved very much since the last inspection. It is now very good overall. The teaching of English and mathematics is also of this quality and the literacy and numeracy strategies are well established and very successful. There is a consistency of high quality teaching that is seen in few other schools and the proportion of lessons judged to be very good is much higher than in the vast majority of primary schools. There is no evidence of any unsatisfactory teaching in school.

The strengths of teaching include the very good teaching of basic skills of English and mathematics, highly polished teaching methods, excellent management of the pupils and the very efficient use of time and resources. The support staff do a very good job in guiding their pupils to very successful learning.

An area for enhancement concerns the marking of work because it does not always alert the pupils to their next target for improvement.

Because teaching quality is so good, learning follows a similar pattern. Lessons are very settled sessions where pupils work very hard and complete very good amounts of accurate and neatly presented work. Pupils concentrate very effectively and take a pride in their successes. Pupils get a very good deal from their lessons.

**OTHER ASPECTS OF THE SCHOOL**

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Very good. The curriculum is very rich, relevant and rewarding at all stages in school. It is planned very carefully to ensure that all pupils have work that is challenging and very well matched to their individual needs. The activities set are highly motivating and of great interest to the pupils. The staff team has worked with much success to ensure that learning is as interesting for boys as it is for girls. |
| Provision for pupils with special educational needs                               | Very good. The support given to these pupils is very well judged and enables them to make very good progress. Many of these pupils do very well in the national tests.   |
| Provision for pupils' personal, spiritual, moral, social and cultural development | Very good. This is a major strength of the school. Pupils' moral development is excellent and their spiritual, moral and cultural development is very good. Pupils think carefully before taking action, they support each other in outstanding ways and reflect very thoughtfully on what is special or attractive.   |
| How well the school cares for its pupils  | Very good. All members of staff serve pupils' needs very well. Behaviour, attendance, academic achievement and personal development are all checked carefully and the information gathered is used very successfully to support very effective learning.   |
| The partnership with parents and carers.  | Very good. Parents think the school does a very good job in its work and the inspection team agrees. They receive very good information that is presented in lively and interesting ways. The school encourages  |

|  |  |
|--|--|
|  | that is presented in lively and interesting ways. The school and parents work very well together in the education of the children. |
|--|--|

**HOW WELL THE SCHOOL IS LED AND MANAGED**

| <b>Aspect</b>  | <b>Comment</b>  |
|--|---|
| Leadership and management by the headteacher and other key staff | Excellent. The headteacher gives outstanding leadership to the school. She has ensured that teachers form a united team who together manage all aspects of the school very effectively. Management procedures are carried out most consistently.  |
| How well the governors fulfil their responsibilities             | Very good. Governors know very clearly the strengths and weaknesses of the school and they are most influential in bringing improvement. They ensure that the school fulfils all its statutory duties and that it follows the principles of best value with considerable success.   |
| The school's evaluation of its performance                       | Very good. The headteacher has a very good grasp of school performance and other staff show similar levels of insight. This knowledge is used most successfully to bring good quality learning to the pupils. Carefully gauged targets are set for pupils in order to boost standards and these are often shared, checked and evaluated with the pupils themselves, though this could be more consistent. |
| The strategic use of resources                                   | Very good. There are no shortages of any form of resources. However, some areas used by children in the reception class, including the corridor, are cramped. Finance, including additional money for purposes such as the support of pupils with special educational needs is used well. The school gives good value for money.  |

**PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

| <b>What pleases parents most</b>  | <b>What parents would like to see improved</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• Teaching is good and there are high expectations.</li> <li>• Parents are comfortable about approaching school when there are concerns.</li> <li>• Their children become mature and sensible learners.</li> <li>• Homework levels are well judged.</li> <li>• The range of activities outside lessons is good.</li> <li>• Pupils make good progress.</li> <li>• The school is well led and managed.</li> </ul> | <ul style="list-style-type: none"> <li>• A few parents think the school does not work closely enough with them.</li> </ul> |

The inspection team fully agrees with the positive views of parents. The partnership with parents is one of the school's great strengths and it takes great pains to involve parents in the complete education of their children.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

*Because the number of pupils in any one year group can be below ten, there is every need to be cautious in making comparisons of standards between the results at St Peter's School with those in other primary schools. This includes comparisons with national or local results or with schools with a broadly similar level of pupils entitled to free school meals.*

1. When the school was inspected in 1997, standards were judged to be satisfactory, though it was clear that improvement was required, particularly in information technology<sup>1</sup> where standards were below those expected. At that time, most pupils made satisfactory progress in learning but this dipped in Year 3/4. Results in the SATs in the same year showed a similar, average, picture. However, results in Year 2 English suggested that standards could be higher generally, because in reading, standards were good and in writing they were excellent.
2. This time round, the school is a different place. The new headteacher started her work to raise standards with tenacity and other staff signed up to the resolve to lift standards. The slowing of progress in Year 3/4<sup>2</sup> has been eliminated, standards in ICT are very good and progress through the school is at a brisk rate. The most recent SATs results showed very good standards across the board in Years 2 and 6. The school holds a very good position in relation to other schools when the totality of these results is used as the benchmark.
3. Chief amongst the reasons for such very good improvement in standards is the quality of teaching and learning. Both are very good<sup>3</sup>. Pupils are taught consistently from their first day in school to the day that they leave. They are very well prepared for the next stage of their education when they move on.
4. All ability groups share the same very good provision. Pupils with special educational needs make very good progress with their learning as they work towards their individual targets. Support for pupils with difficulties with reading, writing and mathematics is very well focused. This specific match of work to need enables knowledge and skills to be built very well.
5. Likewise, the average attaining pupils. Teachers ensure that each group is provided with very well matched work. Thus, middle achieving pupils are given tasks that stimulate their imaginations, enthuse their interests and spur their efforts. They are proud of their work and keep up very well with other pupils. The average achieving groups at St Peter's School attain standards that are above those found in most schools.
6. Higher attainers also do very well in their work. Teachers have well honed skills in setting work with added challenge. This is not always by giving more work or by extending the depth of the content. On several occasions, the higher attainers were given distinct tasks that promoted thinking skills and practical investigation very well. The higher attainers speak convincingly about their knowledge and understanding and they achieve very good standards.
7. There are one or two pupils in school with particularly high levels of attainment. They are very well catered for. For example, specialist provision is made in music and French to give such pupils every chance of success across a wide range of subjects. Teachers sometimes claim that the highest attainers really challenge them! In fact, teachers are ready and very well able to cope with the demands that these few pupils bring. Such pupils do very well in school and they attain very high standards as befits their gifts and talents.
8. There have been some differences in the achievements of boys and girls in national tests in recent years. The school has identified this trend, for example, the under achievement of boys

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<sup>1</sup> The former name for information and communication technology (ICT).

<sup>2</sup> The current teacher of Year 3/4 is different to the one at the time of the previous inspection.

<sup>3</sup> See page 13 for details.

in English, and has taken some very effective steps to ensure that both genders achieve well. Pupils have been given opportunities to choose resources and books that interest them in a very successful bid to ensure boys and girls find the work equally motivating. During the inspection there was no difference in the attainment of boys and girls as both showed the same interest and determination to do well in lessons.

9. There are very few pupils from minority ethnic groups in school. These pupils are full members of the school community and they make the same very good progress in learning. They also make a valuable and valued contribution to the work and life of the school.
10. The practice of setting specific targets for learning and the sharing of learning objectives with pupils at the start of lessons is inconsistent. Some very good examples were seen in each class, though learning objectives were more often shared at the start of the lesson than reviewed at the end. However, in some lessons neither of these things took place. When they did, pupils took full charge of their learning and worked hard to show what very good things they could achieve. At the end of the lesson, they were recharged by the review of progress and attainment, knew what they had to do next and were enthusiastic to come back and continue their very good efforts. This was seen in an excellent Year 6 English lesson and a history lesson in Year 2. It remains for the school to ensure that such outstanding opportunities are to be experienced in all lessons.
11. When children start in the reception class they have at least average levels of skill and knowledge. Because the quality of teaching is very good, they settle quickly and adopt an enthusiastic approach to their work and play. The children are very keen to share their work with others and they respond to questioning and instruction with enjoyment and very good effort. They soon become confident and they explore, investigate and talk in an alert manner. Skills and knowledge are built at a smart pace and by the time they leave reception, attainment is good.
12. Infant pupils maintain this level of progress. Their lessons are of very good quality and standards are built very effectively. Overall standards in all subjects at the age of seven are much above those found in other schools, with many pupils working at the level expected at the end of Year 3 or start of Year 4 in some other schools. In the junior classes there is the same invigorating approach to learning, standards continue to ascend and all pupils get a good deal from their work. By the age of 11, the pupils have knowledge, skills and insights in all subjects that are testament to the drive for success in school.
13. Writing is promoted thoroughly across the curriculum, with high quality examples of writing seen in science, history and religious education amongst others. Speaking and listening skills are very good, as are achievements in reading. Basic skills of number, counting and arithmetic are covered very well and pupils become proficient at mental calculation. They are speedy and accurate by the age of 11. ICT skills and knowledge are also built very well and attainment is very good in the subject. This is partly because of the enhanced resources for ICT, much better staff knowledge and confidence, and many more opportunities for pupils to use computers. Knowledge, skills and understanding are promoted very well in other subjects too.
14. St Peter's School is not just a preparing ground for SATs. Inspectors judged that in the broadest sense, standards are very good. The very good standards and rates of progress found in all subjects are discussed in detail in Part C of this report (page 23). It is evident that knowledge and skills are built very successfully in subjects other than English, mathematics and science. However, the school also focuses very firmly on developing pupils as very good people with equal determination and success. The standards achieved here are also very good.

### **Pupils' attitudes, values and personal development**

15. Pupils' attitudes, values, personal development and attendance are all very good. They are much better now than at the time of the previous inspection when although they were

generally satisfactory with some good features there were some problems with behaviour. This is not the case today.

16. Children in the Foundation Stage settle quickly in school and enjoy their daily lessons. They play and work happily and confidently. They set out to explore the school ground with eager anticipation when the staff take them for a walk to look at the plants and animals to be found around the school. They behave very well and build very good relationships with each other and with the adults in school. The children give friendly greetings to visitors to school and are keen to share their work. The very good job that the school does to foster such positive attitudes, behaviour and relationships is an asset for the children's continuing learning.
17. Throughout the infants and juniors the pupils have very good attitudes to learning and are well motivated. The very good attitudes displayed by the pupils are a positive help to their learning. The pupils are very happy at school and enjoy conversations with each other and adults. They listen with interest to what is being said not only by teachers but when, for example, they read to inspectors or discuss with them their views of the school and the part they play in its activities. Year 6 pupils talk enthusiastically of looking forward to coming to school and being challenged, showing attitudes that are a credit to themselves and to their school. Responding to teaching of high quality, all pupils try hard and endeavour to do their best at all times. In lessons they listen politely and attentively to the teacher and to each other. They respond quickly to instructions from teachers and settle to work promptly. The pupils work well together and individually and show an interest in their work. They are keen to participate in question and answer sessions and do so in a sensible and mature way. They readily take turns and show a willingness to apply themselves to whatever task is presented to them. They are keen to collect rewards for good behaviour, attendance and effort.
18. The pupils who have special educational needs are full members of the school. They enjoy their work and put in very good effort. Their behaviour is very good and they mix well with other pupils and have very good relationships with the adults who work with them. The very positive attitudes of these pupils is a major contributor to their successes.
19. Parents have no concerns about behaviour in the school. Inspection evidence supports their views. Behaviour is consistently very good with only very infrequent instances of minor inappropriate behaviour occurring when a very small number of the pupils, usually boys, lose concentration and need gentle reminding of the impact of their behaviour on themselves and others. At all times, including break and lunchtimes, there is an orderly and constructive atmosphere in and around the school that makes it a pleasure to be part of it. There is social inclusion within the school and harmonious relationships exist throughout the school community. There is no evidence of vindictive bullying or sexism within the school and no exclusions of any sort have been necessary during the past year. Boys and girls get on well with each other with the pupils showing tolerance and respect for other people's feelings. The ethos of very good behaviour within the school provides a platform upon which learning takes place effectively.
20. The pupils' personal development is very good. Relationships are very good, both among pupils and between pupils and adults. The pupils mature as they move through their school life developing their social skills and learning to become confident, caring and responsible members of society. The pupils respond very well to the opportunities provided to show initiative and accept responsibility, which steadily increase through their school life. Classroom and school responsibilities, that include amongst many others computer monitors who help their classmates meaning that the teacher is not distracted by minor problems, house captains, litter monitors, art and register monitors and helping with routine office administration during lunchtimes, are undertaken conscientiously and with enthusiasm. It was good to see older pupils readily taking responsibility for other pupils including those needing help and support. When, frequently, the pupils are given the opportunity they show that they can collaborate well such as when working in groups, in team games or in the playground.
21. Attendance levels at the school are very good. They are well above the national average for similar schools. Levels of unauthorised absence are very low and there is no evidence of truancy. The high level of attendance found at the time of the previous inspection has been

maintained, though last year a small number of pupils took holidays in term time. The school is taking appropriate steps to discourage this trend. The pupils enjoy school and punctuality in the morning is good. When instances of lateness occur, they are of a minor nature and are not disruptive to lessons

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

22. As shown earlier in this report, the quality of teaching and learning is very good. This marks considerable improvement since the 1997 inspection when teaching was judged to be satisfactory. At that time, teaching in information technology was unsatisfactory but it was good for children under the age of five and for pupils with special educational needs. The weakest teaching was in Year 3/4 in 1997, but was a little stronger overall in the juniors as compared with the infants.
23. There is now an extra class in school and most pupils are taught in mixed age groups where their needs are successfully catered for, regardless of age. In all classes there is a consistency of teaching quality that does justice to the very good efforts made to improve teaching skills and the quality of learning. Most parents believe that the quality of teaching is good through the school. They are not wrong in this assessment, though the current inspection shows teaching to be even better than they perceive. It is very good overall. Forty lessons were observed during the three and a half days inspectors spent in school. All but two percent of these were of good or better teaching quality and there was no hint of unsatisfactory teaching. On the contrary, the proportion of very good or excellent teaching was much higher than usually found in primary schools (43%).
24. In judging individual aspects of teaching, inspectors deemed none to be less than good. The key strength amongst staff is the excellent management of pupils. Hardly a raised voice was heard during the inspection and very rarely were pupils reprimanded for silly responses. This is because expectations of behaviour are very high and the pupils respect this greatly. Lessons are calm, settled sessions but they are also lively and fun. The pupils want to be in class, they love the staff and work is a shared experience that is valued by all.
25. Teachers are adept at planning lessons that go with a swing, contain very motivating activities and have very firm focus on knowledge and skills. As an example of the typical lesson in school, the Year 5/6 mathematics lesson on fractions demonstrates the qualities that make teaching and learning so rewarding. This lesson started with an enthusiastic review of what had been learned earlier and what remained for completion was flagged clearly in the form of the learning objectives shared with the pupils. The teacher's explanation was brisk and involving, with questions used effectively to draw out knowledge and extend understanding. In the group work that followed, distinctly different work was set for each of the three ability groups. This was very well matched to needs and the teacher encouraged everyone to succeed. In return, the pupils worked very well independently and they showed high levels of self-discipline, responsibility and initiative. Both boys and girls achieved very well and progress was very good. At the end of the lesson, the teacher returned to the learning objectives and helped the pupils assess how well they had gained knowledge and skills. By the end of the lesson, nearly 70 per cent of the pupils were working above the expected level; the rest were at the expected level. Standards were very good.
26. The setting of objectives for learning and their subsequent review at the end of the session are not found in every lesson. Where they are, learning is additionally focused and pupils work very well to meet the expectations for their learning. When they are not, learning is good, but it does not have the additional drive and challenge of the best lessons. School managers recognise this difference and are resolved to bring consistency to the practice of sharing and review of learning objectives in lessons.
27. Pupils of different abilities are taught very well to ensure the very best experiences are provided. Throughout the school support for pupils with special educational needs is consistent and very well organised. Teachers and classroom assistants have the necessary expertise and good relationships with pupils to motivate learning. Pupils are aware of the very good progress they are making and are keen to learn. Targets for learning are very clear and

- planned in small steps that pupils can understand. Middle and higher ability pupils also have focused tasks that take account of their differing needs and they make very good strides in their learning because the stages in learning are set out and learned in sensible progression.
28. Pupils become very mature and sensible learners. They work with enthusiasm, self-motivation and very good levels of interest. Because their learning is varied, they build basic skills of speaking and listening very effectively. This is the same for other basic skills in English, mathematics and ICT. Pupils have good insights into their own learning and when one day ends, they are very keen to return the following morning.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

29. The previous inspection report identified the curriculum as having key issues, which needed to be put right. Not all subjects had schemes of work; there was no system for monitoring and evaluating work and information technology needed developing to support pupils' learning.
30. The school has worked hard to put matters right, and by following the guidance from national initiatives relating to literacy and numeracy and non-core subjects, there is now a very rich, broad, balanced and relevant curriculum in place. Subject managers have the expertise to monitor the work going on in their subjects and time to bring their findings to the whole school. This in turn is influencing focus in the School Development Plan. The profile of ICT has been raised within school, with the creation of a computer suite and regular access to computers in the classroom. Teachers' skills with the interactive whiteboards are a particular strength and enable pupils to investigate the power of ICT thoroughly. The subject is very well taught and pupils achieve very good standards.
31. The provision made for children in the Foundation Stage is very good. The staff team uses the stepping stones for learning to plan successfully towards the Early Learning Goals in all areas of experience. The school is still looking to improve the quality of its outdoor experiences and provision for large toys. This in turn will provide an enhanced learning environment for the children's physical development.
32. Identification and provision for pupils with special educational needs is very good. This is because the special needs coordinator has the expertise and commitment to draw up very clear targets for learning in pupils' individual plans (IEPs). Teachers also have the skills to manage different levels of learning in their lessons, with the help of able classroom support teachers. Those pupils with statements for their needs work alongside others in the classroom and have full access to all areas of learning. Pupils capable of working at higher levels are challenged by harder work.
33. The literacy and numeracy strategies are well established in each year group and teachers are confident enough to modify their structure in order to meet the needs of pupils in mixed-age classes. For instance, in the literacy hour, all pupils explore the same level of text in class work, but work in guided groups is matched to levels of ability not age.
34. The school provides for all subjects of the National Curriculum and offers rich and rewarding learning at all stages in school. It looks very carefully at its provision for equality of opportunity. There has been a difference in the attainment of boys and girls in the past. By involving boys and girls more readily in choosing books for use in school, interest and attainment have improved. Resources in school reflect other cultures and pupils study other religions and ways of life in religious education and in geography. Pupils in school very rarely come from ethnic minority groups.
35. Sex education and drug awareness are dealt with effectively and provision for personal, social and health education and citizenship is high on the school's agenda. The pupils benefit from educational visits, which are often related to work in history and geography. They draw readily from first-hand experiences at Cannock Chase Visitor Centre and The Black Country Museums recording their findings in report and diary form. Links with after school clubs offer wider extracurricular experiences.

36. The school's provision for the spiritual, moral, social and cultural development is very good and is one of its great strengths. Pupils develop very successfully as people who know much about the work of artists, craftspeople, writers and other people who have shaped western culture. The governors are determined that, though Yoxall is largely a white English community, the pupils will have access to best quality provision to help them learn about, and value the contribution made, by people of different cultures, religions and traditions. The pupils have a strong sense of what is attractive, special or personally rewarding in what they study and they mix very well, take very good care of each other and act sensibly and properly. Thus, their all-round education is assured.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. When inspected in 1997 the school provided much for the care and support of its pupils that was good. The present very caring headteacher, who puts the interests of the pupils before everything else, has brought an increased focus and the school's provision for the physical welfare, health and safety of its pupils is now very good. Inspection evidence supports the views of parents that the school is a very caring one.
38. The school aims include to be a caring, welcoming and forward-looking school that provides a safe and secure environment for the pupils in its care. In this it is very successful and its aims are fully met. There is a very positive atmosphere within the school that helps learning. All members of the school community work together to provide a setting in which all the pupils, especially those with special educational needs or physical disabilities, are well cared for and secure. Lunchtime supervisory staff, who relate well to the pupils, provide effective support during lunchtimes that has a positive effect on behaviour and safety. Child protection procedures are well organised with all members of staff understanding their responsibility to be attentive and conscientious in their approach to the proper support of the pupils in their charge. The school's procedures for dealing with accidents and minor sickness are well organised and sensitive. First-aid and fire safety arrangements are good. Despite some challenges as a result of the school's design, on a variety of levels, no significant health and safety hazards were observed during the inspection and there is no recent recorded evidence of any particular problems.
39. Educational inclusion; how the school ensures that all the pupils whatever their age, gender, ethnic origin, faith, social background or physical needs are looked after according to their individual needs, has a high priority within the school. There is an emphasis on the whole child with all pupils' needs being recognised so that they are given support appropriate to them. This positive emphasis on care and support allows the pupils, whatever their personal situation, to grow and flower to the best of their ability. All staff have a good knowledge of the pupils as individuals and this enables them to respond sensitively to specific need. The pupils are happy at school and confidently turn to adults when they need help or advice. They talk readily of how much they like school and their teachers.
40. The procedures for monitoring and promoting the progress of pupils with special educational needs are very good. The special educational needs co-ordinator is very influential in this process and all teachers know the content of pupils' individual work programmes thoroughly. Lesson planning shows very good attention to the needs of these pupils and the care taken of them in lessons is very good.
41. The school has very good procedures for monitoring and promoting good attendance and behaviour and for ensuring the absence of bullying. Records of attendance are properly maintained and comply with statutory requirements. Attendance monitoring arrangements are good, even though attendance is not a problem. Procedures for recording lateness and unauthorised absence are rigorous.
42. All members of the school community understand the importance of good behaviour, and its contribution to learning. Teachers have effective strategies for classroom management that ensure that the pupils understand and respect the importance of behaving properly. Teachers have a good awareness of the pupils' individual circumstances and their behaviour



management strategies are sensitive to these. Rewards and sanctions are fair and are well understood and accepted by pupils. The effective implementation of the school's procedures allow the pupils to take advantage of the opportunities for learning presented to them in an environment in which there is an absence of oppressive behaviour, bullying, sexism or racism.

43. The school's arrangements for the monitoring of pupils' non-academic personal development are good overall. Assessment procedures are thorough across all subjects and implemented consistently. Teachers have very good knowledge of the achievements of their pupils and use this information to set appropriate targets for future learning. However, the targets for learning in lessons are not always reviewed with the pupils at the lesson end. The school tracks pupils' progress carefully and any under achievement is identified quickly. All pupils make very good progress because their strengths of achievement and areas for improvement are known very well and supported successfully. Parents are kept appropriately informed of the progress their children make each year.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44. Parents hold the school in high regard. They think it is a very good one that provides very well for their children. Based on the parents' responses to the pre-inspection questionnaire they now have a much higher opinion of the school than was indicated when the school was inspected in 1997. There is a feeling, supported by inspection findings, that almost every aspect of what the school does has improved, with significant improvement in standards achieved and how parents are informed about progress, behaviour, homework and the opportunities provided for extra-curricular activities. A few parents do not think that the school works closely with them but there is no evidence to support this view. There is no reason for any parent to feel remote from the school, or ill informed about its activities, if they take advantage of the opportunities presented to them.
45. The school's liaison with parents, which begins when their children start school, is very good. This enables the children to settle with confidence and enthusiasm. Parents are kept well informed about their children's progress in the reception class.
46. Home school links are supported by a Home-School-Child Agreement that is focused on the need for all involved to contribute to the improvement of standards. The school encourages parents and other helpers to participate in its work and is very successful with parents organising and supporting fund raising events and a number helping directly in school. The school welcomes the support of those parents able to help in school; such as with the school bookshop, annual book fairs, and with reading, cooking, sewing or providing help with trips and visits. It is a good demonstration of how an effective partnership between school and home can stimulate interest, promote learning and provide satisfaction for all involved.
47. Communication between school and parents is very good with lots of information about school activities to keep parents informed about what is going on in school. Very well designed newsletters and other documentation, and information evenings keep parents very well informed. The information provided by class teachers is particularly useful to parents. The school prospectus is an excellent document. It is very well prepared with lots of information provided in an interesting way making good use of photographs and examples of pupils' work. The governors' annual report to parents is also a comprehensive document, though somewhat formal in presentation. Both meet statutory requirements. The written information provided by the school throughout the year is complemented by three open evenings each year at which parents can discuss attainment and progress. A written report is provided at the end of each year. The reports are of good quality overall, giving parents clear information on what their children have done and can do. They include targets to indicate what needs to be done to improve. Some reports, however, do not always use language that is readily understandable to parents, for example a target to learn the addition and subtraction bonds to 20. Others do not make it clear how their child's standard of work compares with that expected for their age, except at the end of each key stage. Additional comments are provided in respect of personal development. These are well used by teachers who take the

opportunity to comment on non-academic progress reflecting a good knowledge of the pupils as individuals.

48. Parents or carers of pupils with special needs are very well involved in the education of their children. They are kept well informed of the progress made and the small steps that are the focus of the work. They are invited to regular review meetings where appropriate and most parents respond readily.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The school is led by a headteacher with excellent qualities who has managed change and improvement with skill and determination. She has enthused staff and governors and forged a very effective partnership that places even better standards at the heart of the school. That this is done with accomplishment is shown by the high level of morale, hard work and good humour of all those in school. All staff and the governors are pleased to be part of this school and they celebrate success and pursue improvement with similar willingness. There is a very high level of consistency in what the school does.
50. Since St Peter's School is a small one, there are few members of staff to shoulder the inevitably large number of responsibilities. They do this with grace and conviction. Subjects are well managed by co-ordinators and the knowledge of strengths and shortcomings in the school is very good. Action to remedy weakness is highly effective and the school has moved from strength to strength because of the keen sense of teamwork amongst all adults in school.
51. The special educational needs co-ordinator has very good expertise and commitment and manages provision for pupils with special educational needs very well. Pupils' progress is monitored regularly, reviews are up to date and links with outside agencies well used to provide the best support possible. Governors are very active in the process of ensuring that these pupils make very good progress.
52. The governors are fully part of the team. They are involved, supportive and able to give very good advice. Their work is valued and of great assistance in ensuring that the school performs very well. They make sure that all statutory requirements are met and they are fully aware of the school's strengths and areas for development. Governors also have a central role in ensuring that the school follows the principles of best value in its work. Managers and governors make comparisons to check that the school is competitive in academic, budgetary and other fields and they ensure very good levels of challenge and consistency in the school's work.
53. The data collected on school performance is analysed comprehensively, trends are identified and very useful targets for improvement set. All staff are involved in the process of review and self-evaluation of school performance. The school has had much success in meeting its targets for attainment at the age of 11 and all-round improvement is apparent in most aspects of the school's work, particularly standards, progress, teaching and learning. The pupils are involved appropriately in the process of evaluation, though this could be more consistent.
54. The school is very well resourced, particularly for ICT, and the buildings have been considerably extended as the numbers of pupils has risen. The match of teachers and support staff to the demands of the curriculum is very good. The school invests heavily in its staff, to very good end. The support staff work very effectively to support their pupils and the administrative, catering and site staff make a very valuable contribution to the effective running of the school. This enhances considerably the quality of education provided by the school.
55. The buildings have been remodelled successfully to allow access by pupils with mobility disabilities. The facilities provided for the youngest children, whilst satisfactory overall, would benefit from a review to determine how best to use the space available, as the present arrangements do not properly reflect the quality of learning and staff commitment for their very good education. Elsewhere, specialist teaching areas, such as the computer suite installed since the previous inspection, the school hall and the library complement the good

classroom provision. Outdoor provision is good and has been developed imaginatively to enhance the quality of experiences for all pupils.

56. All forms of resources, including the additional funding provided for specific use such as improvements to standards and the education of pupils with special educational needs, is directed very successfully in the interests of the pupils. Financial planning and management is prudent and very well linked to the school's central priorities. Everyone knows what these priorities are and they work tirelessly to meet them. They do this with aplomb. Because the school is so successful, especially in terms of standards, teaching and learning, school managers and the governors are ensuring that it gives good value for money. Beyond that, the school has a very bright future.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

57. St Peter's Primary School is a very good school where pupils build success upon success. All staff put the pupils first and standards, progress and teaching and learning are all very good. There are no major aspects of the work of the school that require improvement. However there are one or two things that the school has identified for continuing development. Therefore, the inspection team judge that the following lesser issues should be included in an action plan to be prepared by the governors.

- 1: Review the use of all available space to ensure children in the reception class always have every opportunity to enjoy rich and stimulating learning, whether indoors or out.

Paragraphs: 55, 74 and 76.

- 2: Refine the marking of work (and oral feedback for the younger ones) to indicate targets for improvement consistently.

Paragraphs 10, 26, 43, 53 and 90.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 40 |
| Number of discussions with staff, governors, other adults and pupils | 14 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 2         | 15        | 22   | 1            | 0              | 0    | 0         |
| Percentage | 5         | 38        | 55   | 2            | 0              | 0    | 0         |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

| Pupils on the school's roll                                      | YR – Y6 |
|--|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 143     |
| Number of full-time pupils eligible for free school meals        | 7       |

FTE means full-time equivalent.

| Special educational needs   | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs       | 4       |
| Number of pupils on the school's special educational needs register | 24      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0            |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5            |
| Pupils who left the school other than at the usual time of leaving           | 5            |

### Attendance

| Authorised absence        |     | Unauthorised absence      |     |
|---------------------------|-----|---------------------------|-----|
|                           | %   |                           | %   |
| School data               | 4.2 | School data               | 0.0 |
| National comparative data | 5.4 | National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 14   | 7     | 21    |

| National Curriculum Test/Task Results       |          | Reading  | Writing | Mathematics |
|---|----------|----------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 13       | 13      | 14          |
|   | Girls    | 7        | 7       | 7           |
|   | Total    | 20       | 20      | 21          |
| Percentage of pupils at NC level 2 or above | School   | 95 (100) | 95 (95) | 100 (100)   |
|   | National | 84 (83)  | 86 (84) | 91 (90)     |

| Teachers' Assessments                       |          | English  | Mathematics | Science   |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 13       | 14          | 14        |
|   | Girls    | 7        | 7           | 7         |
|   | Total    | 20       | 20          | 21        |
| Percentage of pupils at NC level 2 or above | School   | 95 (100) | 95 (100)    | 100 (100) |
|   | National | 85 (84)  | 89 (88)     | 89 (88)   |

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 13   | 5     | 19    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science   |
|---|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 11      | 11          | 13        |
|   | Girls    | 6       | 6           | 6         |
|   | Total    | 17      | 16          | 19        |
| Percentage of pupils at NC level 4 or above | School   | 89 (56) | 84 (78)     | 100 (100) |
|   | National | 75 (75) | 71 (72)     | 87 (85)   |

| Teachers' Assessments                       |          | English | Mathematics | Science   |
|---|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 12      | 11          | 13        |
|   | Girls    | 6       | 5           | 6         |
|   | Total    | 18      | 16          | 19        |
| Percentage of pupils at NC level 4 or above | School   | 95 (67) | 84 (78)     | 100 (100) |
|   | National | 72 (70) | 74 (72)     | 82 (79)   |

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 1            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 129          |
| Any other minority ethnic group | 0            |

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 0            | 0         |
| Other minority ethnic groups | 0            | 0         |

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 6.3  |
| Number of pupils per qualified teacher   | 20.6 |
| Average class size                       | 28.6 |

#### **Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 7.0 |
| Total aggregate hours worked per week   | 132 |

### ***Financial information***

|  |         |
|--|---------|
| Financial year                             | 2000-1  |
|  | £       |
| Total income                               | 270 670 |
| Total expenditure                          | 262 117 |
| Expenditure per pupil                      | 2 149   |
| Balance brought forward from previous year | 32 550  |
| Balance carried forward to next year       | 41 103  |

### ***Recruitment of teachers***

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 3.0 |
| Number of teachers appointed to the school during the last two years   | 4.3 |
| Total number of vacant teaching posts (FTE)  | 0   |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0   |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 143 |
| Number of questionnaires returned | 41  |

### Responses (percentage of answers in each category):

|   | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|---|----------------|---------------|------------------|-------------------|------------|
| My Child likes school   | 71             | 27            | 0                | 0                 | 2          |
| My child is making good progress in school  | 54             | 37            | 5                | 2                 | 2          |
| Behaviour in the school is good   | 46             | 44            | 5                | 2                 | 2          |
| My child gets the right amount of work to do at home                              | 56             | 39            | 5                | 0                 | 0          |
| The teaching is good  | 56             | 37            | 5                | 2                 | 0          |
| I am kept well informed about how my child is getting on                          | 49             | 37            | 10               | 5                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem | 76             | 10            | 10               | 5                 | 0          |
| The school expects my child to work hard and achieve his or her best              | 61             | 29            | 5                | 2                 | 2          |
| The school works closely with parents   | 41             | 41            | 15               | 2                 | 0          |
| The school is well led and managed  | 51             | 37            | 2                | 2                 | 7          |
| The school is helping my child become mature and responsible                      | 56             | 39            | 2                | 2                 | 0          |
| The school provides an interesting range of activities outside lessons            | 54             | 44            | 0                | 2                 | 0          |

*Not all the rows in the above table total 100 due to the effects of rounding.*

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

58. At the time of the inspection there were 13 children attending full-time in the reception. Most children benefit from pre-school experiences, in particular at the playgroup held regularly in school, and so have a well-settled and happy start to the Foundation Stage. Links between home and school are strong, with parents playing an important part with their support of learning at home.
59. Provision in the Foundation Stage has improved since the previous inspection and is now of a high standard. Experiences are exciting and well planned. A good balance of class and group activities, which clearly follow the stepping stones for learning, enable children to achieve above the Early Learning Goals by the end of the Foundation Stage. The staff team knows the children well and has a good understanding of how young children grow and learn. As a result, children feel confident enough to experiment with their learning, try out new ideas and so make very good progress with their learning. Their enthusiasm for learning is infectious.
60. Teaching is of a high standard. Children are encouraged to show initiative and make choices about their learning as well as to work in guided experiences with the teacher. A strength is the way in which adults use questioning to develop the children's use of language for communication and thinking. An instance is when a group of four-year-olds responded confidently and clearly to 'I wonder why' questions about mini-beasts and then clarified their ideas about how snails and worms move and what they eat.
61. Children start the Foundation Stage with at least average skills in all areas of experience. Their personal, social and emotional development is very good and this provides a good start for learning and sharing with others. Good use of on-going checks and assessment helps to build up a clear picture of children's achievement and to track progress through the stepping stones for learning. Any special educational needs are quickly identified and children well supported. There are no children from minority ethnic groups at present. Boys and girls work well together and enjoy and experiment with a similar range of experiences.
62. The accommodation for structured play experiences, such as water and sand play, is somewhat cramped: it also provides a passage to Year 1 and Year 2 areas. Whilst experiences in structured play are well planned for, the constraints of the accommodation can at times influence relatively children's access and choice. The school is still responding to improving its provision for outside experiences and large toys - an issue identified in the previous inspection. Current developments are positive and school managers are committed to the necessary improvements to the accommodation.

### **Personal, social and emotional development**

63. Children make very good progress with their personal, social and emotional development and achieve above the expectations of the Early Learning Goals by the end of the reception year.
64. The Foundation Stage provides a happy learning environment, where the care and commitment of the staff team encourages children to have self-belief and confidence. This in turn influences relationships; children understand right from wrong, are considerate, share resources and take turns in lessons. They have a respect for living things and handle small creatures with care. As one child holding a snail explains 'this is a bit special' and then describes the snail as being slippery.
65. There are well-established classroom routines, such as helping to tidy away and acting as monitors for books and resources, which encourage responsibility and co-operation.



## **Communication, language and literacy**

66. Children start school with above average communication, language and literacy skills. High quality teaching ensures that the children learn well and achieve above the expectations of the Early Learning Goals by the end of the Foundation Stage.
67. The children's very good language and communication skills are of great benefit to their learning. Boys and girls interact well with others and often take the initiative. For instance, suggesting and reciting a favourite nursery rhyme to add to the fun in outdoor experiences or giving instructions to others on how to roll and cut play dough.
68. Provision for the development of reading and writing is very good. When exploring books, children have the skills to link events in stories with their own experience and so make story lines come to life. They handle books well and enjoy visiting the school library to change their books. They learn how to memorise their favourite parts and use the pictures as cues to help with reading. The vast majority of four-year-olds recognise letters and words. Adults encourage children to read along with them, and to predict what might happen and spot letters and their sounds. Most children can recognise and write their names.
69. The children regularly write and record their findings in everyday lessons and begin to gain greater control over letter shape and size. They understand that writing holds meaning and begin to experiment with letters and words in their own early attempts. They enjoy writing their own stories and reading them to others.

## **Mathematical development**

70. By the end of the Foundation Stage attainment in the Early Learning Goals is above average. Teaching is good, but opportunities to share incidental learning, such as counting the number of boys and girls in line or the steps up to the library are missed at times. Progress in number is very good. Children can count onward to twenty and above. Most can count backwards from 10. However, the task of counting backwards from 20 proved too challenging for half of the group. Good teaching and regular practice of recording numbers means pencil and paper skills are good. Further opportunities to create numbers in play dough and paint encourage different ways to experiment with their correct formation. Adults provide the opportunity to experiment with simple number sums; for instance by adding one more piece to play dough or adding the number of snails and beetles together.
71. Children are also making good progress with their understanding of shape and size as they recognise, and sort and match basic shapes. Careful interaction by adults enables the children to use their mathematical language successfully, as they compare spirals and identify the longest or shortest.

## **Knowledge and understanding of the world**

72. Teaching and progress in this area of experience are both very good. By the end of the Foundation Stage children are expected to achieve above the Early Learning Goals. A clearly planned activity related to the study of mini-beasts and their habitat sparks some lively learning. This is supported by effective teaching and questioning, which encourages the children to look at the shape and movement of the creatures. The children have confident speaking skills and so can explain their observations: that when frightened the snail pops into the shell or that the caterpillar moves at greater speed.
73. Children talk about their own community and people who help them and through study of artefacts from the past begin to identify old and new. A class topic on houses helped to establish their own home in relation to the school environment and opened up learning related to different houses. All of the group have access to the computer and are beginning to develop good mouse control.

## Physical development

74. Planning shows that children have an appropriate range of experiences to support their physical development and most will achieve the Early Learning Goals or beyond this level by the time they leave reception. There is access to indoor and outdoor space, where children are learning how to move and travel in different ways and to work with others with confidence and safety. There is a lack of provision for large outdoor toys and so no opportunity in school to guide, peddle and manoeuvre toys in and out of space or to move on and off large outdoor apparatus. Dexterity is developed through handling objects and cutting and rolling and pasting a range of different materials.

## Creative development

75. The range and quality of resources provided is very good in art and this stimulates a creative response from the children. Teaching builds upon the study of the work of Goldsworthy, which introduces outdoor sculptures made from natural materials in the environment. Making a large circle by weaving and layering twigs is a shared experience all enjoy. Children learn how to make something new and contribute to a large group. Other sculptures involve an understanding of simple repeating patterns, as leaves are sequenced by shape and colour on to large logs.
76. The children have daily access to painting, collage and role-play experiences. They experiment with mixing and applying paints, as they successfully produce paintings of houses and people. They listen to their favourite songs and suggest their own favourites. The role-play area provides limited space for children to create imaginatively and restricts the number of children with access at any one time. However, the majority of children will achieve the Early Learning Goals by the time they finish in reception.

## ENGLISH

*Since year group sizes can be below ten, care must be taken in making comparisons of the SATs results in English, mathematics and science in school with those elsewhere.*

77. Over time, seven-year-olds have attained well above average levels in the national tests in reading, but few have achieved the higher levels with their writing. At present, results in the 2001 national tests show that standards in both reading and writing are well above average and that pupils are making better progress with their writing.
78. In the past, attainment by the age of 11 years has varied, but pupils are now achieving results well above those reached nationally. By the end of the infant and juniors, results are higher than those achieved in similar schools.
79. The findings of this inspection indicate that attainment in English is well above average by the age of seven and 11 years. Much has improved since the last inspection, including rising standards and better progress. This is because the quality of teaching throughout the school is very good and lessons are planned carefully to meet the pupils' needs. Due to a finer match of work in mixed-age classes, there is no longer the 'unfulfilled promise', identified in the last inspection. Those capable of working at a faster rate do so, spurred on by the high expectations of teachers. Pupils with reading and writing difficulties also make very good progress, because of the high quality and accessibility of adult support in lessons. An added bonus is a wider and richer provision for reading resources, including access to computer programmes, which is motivating interest and improving skills in reading.
80. Teachers are confident in managing work in literacy hours and have good expertise in teaching the basic skills, especially with spelling, punctuation and grammar. This is paying dividends in both the infant and junior classes. Younger pupils learn how to spell new words and write sentences that make sense: whilst in the juniors, the skills needed to interest and inform the reader, such as, the use of similes and descriptive language, are developed well.

Writing in Year 5 about a school bully gives evidence of this. 'Alistair gave a shrill laugh and plucked at his collar like a little bird'.

81. A strength is the way in which other subjects, such as history, are used to develop skills in literacy. Writing for different purposes is well supported in this way. Excited by their visit to a local museum, Year 2 pupils write accounts of working in an 'old fashioned' kitchen, whilst pupils in Year 4/5, write letters from Sir Francis Drake to Queen Elizabeth 1. Good use is made of ICT skills in school and at home, to research and record information.
82. The school works hard to provide the opportunity for all school groups to learn and work together successfully. Pupils with special educational needs have clear targets set for their learning in lessons. They achieve well, especially in guided group time, under the guidance of classroom support teachers. Work at this time is clearly focused to meet their individual needs. An instance is when pupils with reading and writing difficulties in Year 3/4, study present and past tenses, and by working in small steps, move from using regular to irregular verbs. Those pupils working at a faster rate also are well supported by more challenging work and make very good progress.
83. There is a difference between the attainment of boys and girls, with girls tending to achieve better than boys. The school has considered this at length and has involved pupils in decisions over the choice of books used in school, to help encourage reading. This has resulted in more non-fiction books being used and a wider say in the texts shared in the literacy hour.
84. At present the very small number of minority ethnic group pupils in school, speak and write English as confidently as others.
85. In each year group, pupils' speaking and listening skills are first-rate. The careful way in which pupils listen in lessons and their clear, competent spoken response enables teaching and learning to flow at a pace. Teachers build upon this strength in their lessons, by using questions to nurture interest and enthusiasm. This is evident in Year 2, when pupils readily answer teachers' 'why' and 'how' questions during the story of *Not now Bernard*, and draw from personal experience as they explain what it feels like to be ignored. Role-play in lessons is used well to encourage confidence and clarity of response. Year 5/6 have great fun in developing characterisation to enhance their work with play-scripts. This is typical of many lessons and indicative of why pupils are so keen to learn. By the end of the junior classes, the vast majority of pupils are able to empathise, add to discussions and put forward their own point of view.
86. Standards in reading are high. From the start of school, very good skills with speaking and listening enable pupils to explore and share books with enthusiasm. In the infant classes, reading skills are developed well, as pupils link letters with sounds and recall words by sight. By Year 2, most pupils read in an accurate and fluent way. They read regularly in school and at home and can search for information in non-fiction books and from worksheets in lessons in English and in other subjects. By the age of 11 years the vast majority of pupils are reading in a mature way, with a deeper sense of meaning. They make choices of favourite authors and can compare style and genre. A Year 6 pupil reading *The Otterbury Incident* by C. Day Lewis, explains the war-time setting of the story and shows a growing awareness of characterisation and plot. He suggests how different this story is from *The Hobbit*, which is far more mysterious and 'harder to get into'.
87. The small minority of pupils reading at lower levels is making very good progress, because of the regular, specific help they receive in the literacy hour. There are high expectations for all reading groups: for instance, pupils in Year 4/5, receive extra help with their study of dialogue, and are taught how to use the whole sentence to help make 'good guesses' of unknown words.
88. In guided reading time, teachers make little use of diagnostic assessment of pupils' individual skills as readers to inform records or guide plans for future learning. When listening to pupils

read, evidence shows that less able and average readers are not using more complex letter and sound blends to help with their reading.

89. Standards in writing are very good and throughout the school there is a range and purpose for writing. Generally, work is neat and tidy and well presented. More pupils are achieving higher levels by seven years of age, because of greater opportunity to experiment with their early writing skills. They begin to shape their ideas in simple stories, draft reports on visits and write lists and letters with growing independence. Spelling rules and patterns are beginning to be more consistently used in written work. Learning is moved on well in the juniors as pupils write in a personal way and at greater length. By the age of 11 years, pupils read through, edit and improve their writing. They keep the interests of the reader in mind, as they use a wider choice of vocabulary and descriptive language. Skills with the use of grammar and punctuation are used well. On occasions, pupils capable of doing so, are not using their understanding of the rules and patterns in spelling to spell words without help.
90. Pupils are very well behaved and work hard. The very good quality of teaching and the pupils' enthusiasm for learning, produces exciting and challenging lessons. Clear targets set for learning for the different class groups and the high quality of classroom support are a key to this success. Teachers and pupils expect the best from themselves and this is evident in the high quality of the work produced. Teachers have good subject knowledge and a confident approach to modifying work in literacy lessons to match the pupils' needs. Their skills with questioning and managing work in different groups in guided group time, is ensuring that all pupils have a chance to contribute in lessons and to achieve well. Work is regularly marked and at its best offers encouragement and guidance with developing literacy skills though there are inconsistencies in this practice.
91. The subject is well managed and resourced and the potential for maintaining the very good standards and quality of education is very positive.

## **MATHEMATICS**

92. Standards, progress, teaching and subject management in mathematics were all more or less of the expected quality in 1997 when the school was inspected previously. The contrast with 2001 is great. Standards are now well above average throughout the school, pupils make good progress and teaching is very good. These have been the successes of the very good management of mathematics.
93. The very good standards seen this school year at the ages of seven and 11 are underlined by recent SATs results. These show very good improvement on 1997, and at times have put the school amongst the top five percent of all primary schools. The improvement is very clearly due to the very determined teamwork of all staff and the astute identification of priorities for advancing the subject. Staff have very good understanding of the mathematics curriculum and they have interpreted the numeracy strategy for the full benefit of the pupils.
94. When children start in reception they have broadly average level of mathematical skill and knowledge. This is developed very well in their first school year and gives them a firm footing for infant mathematics. Year 1 and 2 pupils are taught very well and make good progress. By the end of Year 1, standards are good and by the end of Year 2 they are very good. This is shown in lessons: Year 1 pupils have good knowledge not just of basic number and counting but also of even and odd sequences and, for the higher attainers, an increasing knowledge of 'lots of' as a method to count money. So, in the good lesson observed, they began to add repeated quantities of the same amount and to identify, say 12 pence as six lots of two. Pattern work figures strongly in infant mathematics and Year 2 pupils were seen to investigate the addition of nine by first adding ten, then removing one. They then suggested a comparable method for adding 19.
95. The very firm platform of mathematical skill and knowledge created in the infants is built upon well in the juniors. Very good lessons were seen for all four years in the juniors. Year 3/4 pupils showed good knowledge of irregular polygons and angle measurement in one such lesson. Older pupils, in Years 4/5, related the finding of fractions of numbers such as a

quarter of 32 to appropriate division problems. Year 5/6 pupils worked beyond level 4 in a very good lesson that demanded that they understood the relationship between equivalent fractions in terms of equal multiples of both the numerator and the denominator. The pupils were able to explain the pattern and the relationships within the sequence of equivalent fractions and then extend the sequence to more complex forms.

96. Pupils build their mathematical prowess so effectively because their lessons are often original, always well planned and the demand that teachers place upon them are such that *...the work is challenging and the pupils cope well...(Year 5/6). ...they find the work taxing, but they find methods of calculating say 3/5 of 45 during the lesson...(Year 4/5) and ...by dint of pace and the constant inclusion of all pupils in the opening session, the teacher shows clearly her good expectations...(Year 3/4)*<sup>4</sup>. The teaching of mathematics is very good in every class in the school.
97. The consistency of provision in mathematics is the overall key to the success found in school. Pupils are at the heart of the work and their needs are met very effectively. Learning is focused sharply on knowledge, skills and understanding. The development of basic skills is a strength, but staff go much beyond this to ensure pupils are not just speedy and accurate, but that they can also use their mathematical knowledge as a flexible tool for problem solving.
98. All pupils develop such competency by the age of 11. Whether they are pupils with special educational needs or those with particular gifts, staff go the extra mile to ensure that learning is related to personal targets and that the pupils know exactly how well they are doing. The sharing of targets for learning in mathematics (and other subjects) with the pupils is well-honed practice and they have many opportunities to evaluate their own progress. Thus, the pupils become self-reliant, self-disciplined and self-evaluative. By the age of 11, the pupils are mathematicians and not just learners of mathematics.

## SCIENCE

99. The previous inspection report indicated that standards in science were average at the ages of seven and 11. This was confirmed by the 1997 SATs results. In that year, teaching of science was good in infant years and satisfactory in the juniors. The pattern of progress was similar.
100. This year, standards in science are very good at the ages of seven and 11 and pupils make good progress through the school. Pupils develop very good scientific knowledge by the age of 11 and undertake practical investigations most successfully. They make careful predictions of the outcomes of these investigations and are given every opportunity to record their findings in ways that are meaningful to them. Higher attaining 11-year-old pupils are able to draw conclusions and make simple generalisations from their observations.
101. Attainment levels have risen progressively since 1997 and the school has achieved its best results in science over the last two years. In 2001, for example, all 19 pupils gained the expected level 4 in Year 6, and a good proportion gained level 5. The reasons for the pupils' success are not difficult to find:
102. The curriculum places firm emphasis on first hand experience. Pupils have ample opportunities to investigate scientifically and to make predictions, test them and draw conclusions. Science lessons are lively in the best sense of the word, very motivating and hold the pupils' interests successfully.
103. Teaching quality is very good in all classes. Some particular strengths stand out, including teachers' very good subject knowledge and high expectations, the very effective methods used, especially the thorough teaching of basic skills and knowledge, and the very good use made of resources. The support given by non-teaching staff is another key factor in the very polished teaching that takes place.

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<sup>4</sup> The quotations are from inspectors' evidence forms for the mathematics lesson in each class.

104. Learning is practical, systematic and productive. Pupils work very hard, they enjoy their studies and are enthusiasts for science. They become sensible, responsible learners who work willingly when no adult is near. Not only do pupils build a commanding knowledge of basic science, but they also understand what they learn and draw conclusions from it.
105. Assessment of science is very good. This means that teachers can plan exactly the next step in learning. The focus in planning and assessment is on the development of skills and knowledge and this enables teachers to set very well judged targets for learning. They also keep the pupils well informed about the progress they are making.
106. Very good use is made of ICT to build pupils' skills, knowledge and insights into science. Additionally, there are strong links between science and other subjects, particularly English, mathematics and health education. For example, during the inspection, Year 2 pupils were able to link their earlier thoughts about the proper use of medicines to their classification of different powders. In this effective lesson, the teacher reinforced the message that such powders should never be tasted. The pupils were shocked at the suggestion that someone might want to try this! Some of the written work in science is of very high quality and illustrates well how the school uses other subjects very effectively to promote basic literacy (and numeracy) skills.
107. The subject is very well managed. Improvement since the last inspection has been brisk and successful, and the co-ordinator has very good insights into the subject. She is able to influence improvement and support teachers very effectively.

#### **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Significant developments have taken place in ICT since the 1997 inspection. In the previous report, ICT was judged to be the subject in most need of improvement. Standards were below the expected level in infant and junior classes, progress was unsatisfactory and the quality of teaching was below par. Much of this was due to weaknesses in resourcing and low levels of staff knowledge and confidence. The pupils did not get an effective deal.
109. All this has changed. School managers and the governors have worked hard to update resources, train teachers and enrich the curriculum to take advantage of the opportunities offered by better planned use of ICT. Today, each class has timetabled use of the very well equipped ICT suite and teachers make very effective use of the interactive whiteboard<sup>5</sup>. The curriculum for ICT places equal emphasis on learning about the power and features of current technology and the use of ICT to enhance knowledge and skills in other subjects. Pupils develop computer skills quickly in infant classes because of the intensity of practice. The younger pupils, for example, construct houses by selecting parts with the mouse, moving them into place and personalising the design with people, gardens and sunshine. They then label their pictures and print them out with little assistance from adults.
110. Standards are above average by the age of seven and 11. Pupils study all aspects of ICT including computer modelling and control and communication via the Internet. Year 3/4 pupils combine the development of skills in ICT with those in literacy. They experiment by sending abbreviated text messages about their views on the many wives of Henry VIII to their teacher's home Internet address in order to learn effectively about the speed of the Internet and also about writing to a particular convention. They are economical with their symbols, much as adults are when texting with a mobile phone. Such original work makes a strong contribution to pupils' writing skills, particularly in terms of writing for specific (if unorthodox!) audiences.
111. Year 4/5 pupils gained good grasp of the features, use and misuse of computerised spell checkers during a lesson observed by inspectors. The interactive whiteboard was used compellingly in this lesson. Pupils' concentration was enhanced and their attention seized by the teacher's use of the snapshot function to capture the original text for later comparison as

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<sup>5</sup> This is a whiteboard that is linked to a computer-controlled projector. A large scale image of the computer screen is projected. The teacher or the pupil uses a stylus to make choices or to write text, much as they would do with a mouse.

amendments were made on screen. The pupils learned many new skills in the lesson and were amazed at the effect of using the stylus to circle and embolden text as opposed to their usual technique of dragging with the mouse. The subsequent work completed by the pupils showed their fluency in word processing, keen awareness of the audience for their work and their very good attention to written style and accuracy.

112. Achievement was high in this lesson and is representative of the best teaching and learning in the subject. The overall quality of teaching and learning is very good because resources are capitalised fully, time is used very efficiently and the pace of teaching and expectations set the tone for very productive learning.
113. Management of ICT is in very competent hands. The co-ordinator has only recently taken charge of the subject, but already has very good knowledge and understanding of the quality of provision, standards and progress in other classes. The co-ordinator has established firm priorities for improvement, including further enhancement of resources and more cross-curricular use of computers. These priorities are the right ones, given the already well evidenced track record of improvement.

## **RELIGIOUS EDUCATION**

114. The school provides a programme of religious education (RE) that matches its Church of England foundations, the requirements of the locally agreed syllabus and management's priority to educate the pupils to take their place in a diverse society where respect for other traditions, cultures and religions is a strong feature. In this, the school has built very well on the sound basis established in RE by the time of the previous inspection. In 1997, standards, progress and teaching quality were all satisfactory in the four classes.
115. Today, standards in RE are good in all five classes. The younger pupils give much careful thought to what makes them frightened, how they react to this feeling and how other people help them when they are afraid. They know that people have different feelings and that it is good to help each other. In this Year 1 lesson, there was a very good moment of reflection when the pupils thought about someone who had helped them overcome a personal difficulty. In this way, the younger pupils learn from religion. They also learn about religion and recognise well-known characters, events and stories from the Bible.
116. Infant pupils are introduced to major world religions and this work is furthered in junior classes. The governors of the school are emphatic that although Yoxall is very much a Christian-centred village, the pupils should be well versed in the contributions made by different religions. Thus, older pupils compare and contrast elements of Hinduism, Islam, Judaism and Sikhism. In Year 5/6, for example, the year's work starts with focus on cultural diversity and the need for tolerance and understanding. Within this context, work on the Hindu Holy Book and the main festivals of Judaism are studied. Later in the year, the Sikh Holy Book is contrasted with both the Qur'an and the Torah. Arising from this, the pupils study the translation of the Bible and they research, for example, the life of William Tyndale. Each topic is linked very effectively to the others so that pupils build good insights into the similarities and differences between these major religions. This was clearly demonstrated by the way in which the pupils discussed with inspectors their secure knowledge and understanding.
117. The quality of teaching and learning is very good. Teachers have very good subject knowledge, a firm conviction in what they are teaching and high expectations of the pupils. They are very good role models for the development of pupils' spiritual, moral, social and cultural development and RE lessons are used very well to broaden pupils' experiences across these dimensions of education. Pupils respond very well to the chances they have to learn more and more about RE. They behave very well in lessons, are very enthusiastic and relationships are a particular strength. Their powers of concentration are very good and so, learning is settled, productive and enjoyable.
118. The co-ordination of RE is very successful. The co-ordinator has a very good over-view of the subject and is influential in bringing improvement to the subject. There is strong, shared

commitment and hard work to bring success. The pupils' books and their oral discussions are witness to the very effective religious education in school.

## OTHER SUBJECTS

*During the inspection, eleven lessons were seen in National Curriculum subjects other than English, mathematics, science, ICT or RE. These were three each in history and music, two each in DT and PE and one in geography. No lessons were observed in art and design. Additional evidence was provided by the scrutiny of past work and discussions with pupils. Because of the small number of observations in these subjects, they are reported together below.*

119. At the time of the previous inspection, it was reported that standards in the six subjects<sup>6</sup> outside the core of English, mathematics, science, IT and RE were broadly average by the age of seven and 11 and pupils made appropriate progress. These subjects were taught satisfactorily and their management was effective. In the interval between that inspection and the present one, the team in school have worked hard to develop all six subjects and today standards, progress, teaching and learning and subject management are all better than they were. As for other aspects of the school's work, the rate of improvement has been very good.
120. The school has preserved and enhanced the overall breadth of the curriculum and has ensured that the six subjects are held in very good balance, both between themselves and with the other subjects. Pupils have very good opportunities to build essential knowledge, skills and understanding in each of these subjects:
121. **Art and design** – Good use is made of art and design to enhance learning in other lessons, for example infant pupils paint good pictures of houses to accompany their work in history and geography. Pupils' sketchbooks show progressive improvement to the skills of drawing and painting. Junior pupils complete good artwork that uses the work of other artists and craftspeople as its root. The displays of art and design around the school add to the attractiveness of the school and set good standards because they show pupils what can be achieved. Overall, standards in art and design are very good.
122. **Design and technology** - Standards are above those attained nationally at the age of seven and 11 years. Pupils make good progress with their making and decorating skills. They concentrate hard on more difficult aspects of cutting and joining and produce some polished pieces. In Year 5/6 the study of containers has good links with work in art and design. Teachers plan successfully for experiments with shape and form in art and design to be used in work in design and technology. An instance is when observational drawings of modern pottery in Year 6 help pupils with their work in constructing and designing decoration to enhance three-dimensional shapes in design technology. Good modelling skills of paper craft by the teacher and high expectations of outcomes, enables some creative ideas to flourish. Pupils are making good progress as they experiment with visual and tactile qualities of their designs. Although pupils are able to modify their work, a lack of written planning does not enable them to record why and how they improved it.
123. **Geography** – The local environment is used well to develop and extend pupils' knowledge and skills in geography. The collection of photographs of the village is put to good use and infant pupils are able to draw simple plans to show interesting buildings and landmarks that they know. Year 4 pupils study Yoxall in greater depth and produce more detailed local maps with symbols and keys. There are good links with mathematics as shown by the work on land use data, which is represented in graph form. Links are also good to ICT. Year 1 pupils draw their houses well and label them using a paint program. The oldest pupils contrast living in Yoxall with living in Birmingham and broaden their geographical knowledge well in their work on world climate and the course and life of a river. Skills and knowledge are good in geography.
124. **History** – Standards are good in history at the ages of seven and 11 and pupils make good progress. Teachers make good use of writing in history, and so pupils communicate their

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<sup>6</sup> Art and design, design and technology (DT), geography, history, music and physical education (PE).



findings in different ways. Evidence from pupils' past work, includes letters, diaries and reports from Roman soldiers and shows the good quality and range of this work. Pupils in Year 2, find out more about the past. They visit a local museum and compare the artefacts found in 'an old fashioned' kitchen with modern appliances of today. Excellent teaching in the classroom builds upon this experience, providing pupils with the chance to enact domestic scenes in role-play, handle artefacts and to use a time-line to make decisions about old and new equipment. In the juniors, pupils study different periods of time in history such as the Tudors and Victorians in greater depth. They begin to sequence dates in chronological order and have a good recall of the key happenings in Queen Victoria's reign. In Year 4/5, pupils put 'Sir Francis Drake' in the hot-seat in role play activities and use information gathered from research on the Internet to ask questions about his life and voyages. By Year 6, pupils can sift fact from fiction, as they research for information in books and on the computer. They study aspects of social and school life in the past and begin to make their own judgements about the plight of child labour and social disadvantage in Victorian times.

125. **Music** – The good teaching skills and subject knowledge of the part time music teacher enhances learning and pupils make good progress. Pupils in Year 5/6 explore rhythms and pulse and can perform a well co-ordinated short percussion piece. These pupils are aware of others as performers and work together in harmony as they make good attempts to compose a simple melody. They investigate ascending and descending scales on chime bars sensibly and thoughtfully. Pupils enjoy singing and sing tunefully. During the inspection, pupils enjoyed singing a traditional African working song. Singing in assembly is tuneful and joyous.
126. **Physical education** – In dance, Year 2 pupils work hard to produce a sequence of movements that they then polish to produce smooth, flowing sequences that represent the ebb and flow of waves on the sea. In evaluating their work, the pupils suggested that the crashing of the waves movement could be more emphatic but were pleased about the way they moved their feet in time with the music. Year 3/4 pupils also show good evaluation skills when playing small team games. They watch the other teams carefully as they demonstrate their tactics, and clearly identify ways to improve intercept and ball passing skills. Pupils develop an enthusiasm for sport and physical education and their achievement in swimming is good. Most pupils can swim 25 metres by the time they leave school. In all, standards are above average and pupils make good progress in both the infant and junior classes.
127. **French** – The school provides a weekly lesson in French for all junior pupils. This makes a valuable contribution to the curriculum and extends pupils' cultural knowledge well. The pupils build knowledge and skills at a good rate and by Year 6 have a basic vocabulary that will stand them in good stead at secondary school.
128. The quality of teaching and learning is very good overall in the six subjects. Some excellent teaching was seen in history and no teaching is anything less than good in any subject. There is a very firm focus on the development of knowledge and skills in lessons and pupils have very good opportunities to become mature and sensible learners who can find things out for themselves, solve problems, evaluate their own work and make useful suggestions of how to improve. Because of this, the pupils are not reliant on the memorisation of a string of facts. Instead, they are self-reliant and independent learners who have good knowledge of just how well they are learning. These qualities ensure that the standards achieved are the right ones for the pupils.
129. In all 11 lessons, pupils showed considerable enthusiasm for their tasks and they worked hard. The work completed in books is of even and good quality throughout all classes. It is very well presented and shows clearly that staff set very good expectations for the pupils. Standards of behaviour are also very good and pupils enjoy fruitful relationships that enable them to collaborate sensibly in research, problem solving and practical activities.
130. The management of the six subjects is shared amongst the small staff team. Each teacher leads on more than one subject and each carries out their duties with much success. There is a level of consistency in provision in each subject that is firm evidence for the very good quality of management. The sense of teamwork is strong and there is very firm commitment

to continuing improvement. Pupils get very good chances to advance their knowledge, skills and understanding across the six subjects and prospects for the future look bright.