



Yaxley Infant School

Inspection Report

Unique Reference Number 110713
Local Authority CAMBRIDGESHIRE
Inspection number 288750
Inspection dates 4–5 October 2006
Reporting inspector Joanne Harvey

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

Type of school	Infant	School address	Main Street
School category	Community		Yaxley, Yaxley
Age range of pupils	4–7		Peterborough, Cambridgeshire PE7 3LB
Gender of pupils	Mixed	Telephone number	01733 240918
Number on roll (school)	146	Fax number	01733 240918
Appropriate authority	The governing body	Chair	Ms Eleanor Hills
		Headteacher	Mrs B J Ourtilbour
Date of previous school inspection	18 June 2001		

Age group 4–7	Inspection dates 4–5 October 2006	Inspection number 288750
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a slightly smaller than average sized school serving the village of Yaxley near Peterborough on the edge of the Fens. Pupils start the school with broadly average levels of knowledge, skills and understanding. A small number of families register their entitlement to claim free school meals. The number with learning difficulties and disabilities is approaching the national average. Most pupils are of White British background. A small proportion of pupils are known to have a first language other than English. The school has an Investors in People Award, a Health Promoting Schools Award, and a Basic Skills Quality Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school that this is an effective and improving school which provides good value for money. The needs of the children are at the forefront of all its work. Focused and committed leadership by the headteacher, along with her able and supportive staff, have ensured that the environment provided, pupils' personal development and the quality of education that they receive are all good. Key issues from the last inspection have been successfully addressed. These include improvements to the standards pupils reach and the progress they make. Behaviour and attendance are also much better. This goes hand in hand with improved teaching, curriculum and provision for pupils' social, moral, spiritual and cultural development. Governors now carry out their role effectively. In addition, the learning environment has been transformed to make it much more suitable and enjoyable and plans are underway to make it even better still. A real strength of the school is the shared commitment to its aims and values. Teaching quality is good. Adults and children really do 'play together, learn together, grow together'. The school places itself at the heart of its community, which it serves well. It does all it can to promote successful partnerships with others from which the pupils benefit a great deal. Parents and pupils are extremely supportive of the school and feel it takes their views into account. They particularly value the way pupils develop a real love of learning. One parent wrote of 'the calm professional approach of the teachers, their abundant knowledge and their infectious enthusiasm'. As a result, pupils in all phases of the school make good progress. From a broadly average starting point, pupils achieve standards which are above those expected for their age by the time they leave the school. Staff get to know each child well so that academic and personal needs can be met. Skilful support staff work closely with teachers to ensure those who need extra help also do well. The headteacher has worked very hard to ensure that the impact of leadership and management has continued to be good, though leadership is not yet shared widely enough by everyone to take a full role in school improvement. The school collects good quality information about the standards pupils reach and the progress they make in English, mathematics, science and increasingly in information and communication technology (ICT). However, it does not have such a clear picture about how well pupils do in other subjects such as physical education, history and geography. There is a calm and purposeful atmosphere in school. Adults 'go the extra mile' to make sure everyone feels happy, valued, well cared for and respected. Consequently, pupils' behaviour is good. When asked if they were happy at school, pupils replied with a universal cheer of 'YES!' The school council helps to develop a sense of responsibility, as do the many jobs pupils are given to do, for example the lunchtime monitors and 'playground buddies'. There is plenty to do in and out of lessons to extend skills, interest and enjoyment. Playtimes are active and joyful occasions. Pupils enjoy working and playing together, helping each other and helping others in their community and beyond. The parent of a child whose daughter had recently started the school wrote that 'the other children in the school have been lovely and she has made friends very easily'. Pupils are well aware of how to keep safe and many are beginning to make healthy lifestyle choices. The

success the school has had in the past, the lack of complacency and determination to do even better means that the capacity for sustained and future improvement is good.

What the school should do to improve further

- Further devolve the leadership and management of the school to ensure that all make a full contribution to school improvement. - Ensure that the quality of monitoring and evaluation is as strong in other subjects as it is in English, mathematics and science.

Achievement and standards

Grade: 2

Pupils achieve well. Most pupils enter the school with levels of knowledge, skills and understanding which are broadly similar to those found in most schools. For the last two years they have achieved standards at the end of Year 2 which have been above and sometimes well above average. Pupils make good progress in the Reception classes and are prepared well for the next stage of their learning. By the time they enter Year 1 many pupils are achieving the goals set for them and some have surpassed them. Pupils continue to progress well through Years 1 and 2 in acquiring skills in reading, writing, mathematics and science. All pupils, including those who have learning difficulties, progress equally well.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and their behaviour is now good. Attendance is above average. Social, moral, spiritual and cultural development is now also good. Pupils develop self-confidence and independence skills with growing consistency and from much earlier in their school career. The school has been fully involved in the Social and Emotional Aspects of Learning (SEAL) project and this has contributed to the good progress the children have made. Spiritual development is being enhanced by lessons in philosophy, which give the children opportunities to talk and reflect about their world. The school council talked enthusiastically about the school and when asked what they are most proud of replied 'Our work!'

Quality of provision

Teaching and learning

Grade: 2

Well established routines, good planning and clear expectations about what the children can achieve are key strengths of the more consistent good teaching seen in the school. As a result, children are making good progress in their learning. The school has good accommodation, which means that a whole range of activities can take place and learning is well supported by the teaching assistants and other classroom helpers.

Children are encouraged to decide for themselves how well they are doing; 'thumbs up' for good, 'thumbs down' and the teacher will be on the case. There are good systems in place to support those children who need extra help.

Curriculum and other activities

Grade: 2

The school provides a creative curriculum which stimulates the children's interest and help them learn. It already holds stimulating Creative Days where all children become involved in a rich variety of activities and it is quite rightly planning to extend these types of activities. The colourful displays throughout the school reflect the broad curriculum and its impact on learning, through children's work and photographs. Children enjoy the opportunity to join in out of school activities such as tri-golf and Indian dancing. They talk enthusiastically about trips out and interesting visitors to school. The Christmas production is an exciting and important event for the school and gives the children an opportunity to contribute to the community.

Care, guidance and support

Grade: 2

Arrangements for safeguarding pupils, including child protection, are robust and meet current guidelines. This provides a secure environment in which the pupils learn and make good progress. Reception children stayed for lunch for the first time during the week of the inspection. Not only did adults show support and care but the two Year 2 lunchtime monitors were there to lend a hand too. The level of care shown by adults to children is increasingly being seen more consistently in the way that children treat each other. The school sets challenging targets for academic and personal success and encourages pupils and parents to be fully involved.

Leadership and management

Grade: 2

There is now a proven track record of achieving high standards and good progress which provide confidence that further improvements will be made. Success has not happened by accident. The headteacher has provided strong leadership, a clear vision and a good role model. To share this, she has created an able team that is committed to providing the highest quality education. This teamwork is paramount, as seen in a growing consistency of approach and the valuable contribution of teaching assistants. Self-evaluation provides a good picture of the school's strengths and priorities for improvement. The headteacher recognises that leadership and management are not yet devolved enough to ensure everyone makes their full contribution to school improvement. Monitoring and evaluation of pupils' achievements in subjects such as the humanities and physical education are not as strong as in English, mathematics and science.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

6 October 2006 Dear Pupils Yaxley Infant School, Main Street, Yaxley, Peterborough, Cambridgeshire, PE7 3LB We were pleased to meet you and all the staff and very much enjoyed the time we spent with you. Thank you for making us so welcome, talking to us and helping us to find out so much about you and your school. You are lucky to go to such a good school. All the adults work very hard to do everything they can to help you do your best in everything and be the best that you can be. They take very good care of you and make sure your lessons are fun. You have lots to do outside lessons, and playtimes and lunchtimes are happy times of the day. It was lovely to see you all behaving so well, getting on so well together, looking after each other and working really hard. You all make good progress from the minute you come in to the Reception classes to when you leave the school at the end of Year 2 and you reach standards which are better than pupils at most other schools. Everyone at the school is very keen to make sure you do even better. Those who lead the school are going to make sure that everyone gets a chance to play their full part in checking on the work of the school and making it even better. They are going to make sure that they know as much about how well you are doing in other subjects as they do in English, mathematics and science. We would like to wish you the very best for the future. Joanne Harvey Lead Inspector Joy Stopher Team Inspector