



# Yarmouth Church of England Aided Primary School

## Inspection Report

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**Unique Reference Number** 118194  
**Local Authority** Isle of Wight  
**Inspection number** 291048  
**Inspection dates** 7–8 February 2007  
**Reporting inspector** Michael Pye

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

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<b>Type of school</b>	Primary	<b>School address</b>	Mill Road
<b>School category</b>	Voluntary aided		Yarmouth
<b>Age range of pupils</b>	4–9		PO41 0RA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01983 760345
<b>Number on roll (school)</b>	51	<b>Fax number</b>	019837 60345
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr K Shaw
		<b>Headteacher</b>	Mrs K F Bartlett
<b>Date of previous school inspection</b>	15 October 2001		

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a smaller than average rural school situated in the West Wight. The proportion of pupils entitled to free school meals varies year on year, but is presently above the national average. This reflects the wide range of pupil backgrounds. The number of pupils with learning difficulties and disabilities is below average and no pupil has a statement of special educational need. In the current school year there are above average numbers of pupils who entered or left the school other than in Reception and Year 4. The school has been recognised nationally through the Healthy Schools and Eco-School Awards. An acting headteacher has been in place for the past year.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

This school provides a satisfactory education for its pupils. It has recently experienced considerable upheaval amongst senior management, and the performance of the school dipped. The very effective acting headteacher has brought about necessary changes which have resulted in the school now having a number of strengths. The pupils' personal development and well-being, together with the curriculum and the quality of care, guidance and support are good. The school is outward-looking and has made good use of a wide range of external agencies to support learners. These strengths have been consolidated during a period where the need to improve pupils' academic standards and achievement has correctly been the prime focus of school development. This has resulted in a recovery in standards and achievement.

Pupils make a satisfactory start to their education in Reception. Children enter Reception with skills and knowledge matching those expected for their age. They progress satisfactorily and most achieve or exceed the goals expected of them. Standards now match the national average at the end of Year 2, although in the 2006 assessments reading was below average. By the end of Year 4 standards overall meet those expected for nine-year old pupils, and are above expectations in science. Achievement is satisfactory. This improvement in performance is partly due to pupils' positive attitudes and behaviour but also reflects the impact of teaching which, although satisfactory overall, is often better.

As a consequence of reorganisation the curriculum better meets the needs of pupils. For example, pupils now benefit from more regular reading opportunities. Good themed days and weeks, sports, and other activities, contribute well to pupils' enjoyment of school and their good understanding of healthy lifestyles. Visits to places of interest and the experiences of visitors help motivate pupils whilst also making a good contribution to their understanding of their community. While there are good opportunities for problem-solving and cross-curricular links in learning there are not enough opportunities for pupils to develop their literacy skills through other subjects.

The strong leadership of the acting headteacher has been complemented by the effective work of other senior staff. In particular pupils' progress is now tracked effectively. Underachieving pupils are identified and support for individual pupils put in place. Pupils are encouraged to take more responsibility for their own learning. Not all staff have sufficient skills in leading and managing their areas of responsibility. Leaders and managers, including the governors have been very pro-active in improving the school, and it is now in a position to appoint a new headteacher. There is a satisfactory capacity to improve.

### **What the school should do to improve further**

- Improve standards in reading in Year 2, and ensure that all pupils develop their literacy skills through other subjects.
- Develop more strategies that will provide wider experience for, and contribute to, the professional development of subject leaders.

## **Achievement and standards**

### **Grade: 3**

Children enter the Reception class with knowledge and skills expected of their age, but with weaknesses in their communication skills. They make good progress in their emotional and social development, and satisfactory progress in areas associated with writing and linking sounds and letters. Most children meet or exceed their Early Learning goals. By the end of Year 2 pupils have made satisfactory progress and standards are at the national average, although in 2006 reading was below average. The school has identified this and has introduced a number of successful strategies that are beginning to have an impact. Pupils, including boys, now read more regularly and talk positively about the wider range of books available for them to read.

Satisfactory progress continues in Years 3 and 4 with pupils meeting the nationally expected levels of knowledge and skills in English and mathematics. The practical aspect of science appeals to pupils and they achieve well, with standards above the national expectation.

Effective tracking of pupils' progress, along with good support from learning assistants helps ensure that pupils with learning difficulties and disabilities make satisfactory, and often good progress towards their personal targets.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils are good. An important development has been the success of the school's actions to encourage pupils to take more responsibility for their learning. They behave well, adopt positive attitudes to their work and show a keenness to learn. They willingly give their views in lessons and respect others' opinions. In many subjects pupils' learning about keeping healthy and safe are consistently reinforced and pupils consequently have a good knowledge of these areas. School records show that many pupils participate in the various sports clubs on offer, and they are active during break-times. Pupils enjoy their physical education lessons and talk proudly of the school's successes in cricket, for example. Pupils say that they enjoy school and are happy, and this is confirmed by parents. As one parent wrote, 'My child is happy at school and the school is good at meeting my child's individual needs'. School council members learn well from some effective decision-making opportunities. Elsewhere pupils make other good contributions to the community through such activities as charity fundraising and campaigning for the restoration of the old pier in the harbour. The school provision for information and communication technology (ICT) has been improved, and this contributes to pupils being satisfactorily prepared for future life. Their spiritual, moral, social and cultural education is good, with particularly good use of opportunities in assemblies to reflect upon issues of concern. Attendance is broadly average and the school is aware of the need to continue its efforts to improve this area.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory overall, although there are examples of very good practice. Effective monitoring of teaching has contributed to improvements. A particular strength is lesson planning which results in tasks being well matched to pupils' needs. Planning also provides good guidance for learning support assistants. Teachers help motivate pupils through good use of the interactive whiteboards, as well as using appropriate encouragement and praise. Whilst teachers use some focused questions, there are missed opportunities to probe pupils' answers more deeply and further challenge their learning. A recent whole-school emphasis on pupils being set targets has had considerable success in helping to guide pupils' learning. Whilst these targets are generally well used, teachers do not always ensure that pupils are clear about what they are expected to learn, and this causes some confusion.

### Curriculum and other activities

#### Grade: 2

The curriculum has recently been reviewed. In particular, actions introduced this year are having a positive impact on pupils' reading standards. One pupil said, 'We are always reading!' Whilst this is not quite accurate, it does reflect the regularity with which pupils now read, whether as part of guided reading or shared reading with an older pupil. The curriculum is playing its part in improving levels of learning; pupils are well challenged by more investigative and problem-solving approaches. Learning is being made more relevant by increased links between subjects, although these could be further developed to support literacy. Since the last inspection, curriculum time has been extended and there is good use made of themed days and weeks. These help motivate pupils and develop their cultural understanding. Pupils benefit from very good enhancement opportunities; sports, art and chess clubs are available, and Spanish is taught. An effective programme of personal, health, and social education gives pupils good opportunities to talk about their feelings, and learn about their rights and responsibilities. The Reception curriculum provides good opportunities for pupils to make choices, but within a good structure. The school has correctly identified that the lack of a covered area in Reception does limit the use of the external area.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. In this small school the adults know the pupils extremely well and there are effective links with parents. The pupils say that they feel very well cared for and that they know who to go to for advice and help. One parent wrote, 'I find that all staff have great respect and warmth for each child in their care, and are very approachable'. In this secure and safe environment pupils develop both academically and personally.

The school is not inward-looking, but seeks out, and uses, a wide range of external agencies to benefit learners and their families. It is offering an increasingly good range of activities and events which encourages parents to visit the school and become further involved in their child's education. Child protection and health and safety arrangements are secure, and thorough risk assessments completed to help safeguard pupils and adults.

A good feature of the relatively new assessment procedures is the way in which pupils are encouraged to take more responsibility for their own learning. Most pupils but not all know their targets, and there are inconsistencies in how they are used in lessons.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall, but there are aspects which are extremely good. In particular, the acting headteacher has provided very effective leadership to a school that had lost direction as a consequence of illness amongst senior staff. A whole range of rapid changes have been introduced which have successfully contributed to an improvement in standards, achievement, and the curriculum. The quality of teaching is also improving.

Good monitoring and self-evaluation helps to ensure that appropriate targets for improvement are identified and introduced. These responsibilities are increasingly involving other staff, some of whom still require further experience in their middle-management roles. The school is planning the introduction of strategies that will help to lessen the managerial inconsistencies arising from the inexperience of these staff. Experienced managers such as the deputy head have a positive impact as evident in the introduction of an assessment system which effectively tracks pupils' progress.

The school uses performance management effectively to help staff achieve their personal and school development targets. Learning support assistants have benefited well from training. They are used effectively to support pupils with learning difficulties, some of whom make good progress. Resources are generally used well.

The governors have been very active and given good support during the period of upheaval, and are increasingly effective in holding the school to account. They have contributed well to the monitoring of a school which is now showing improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
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	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

I enjoyed talking to you and listening to you, during my recent visit to your school. Your school is giving you a satisfactory standard of education. Your headteacher and other adults know very well how to make the school even better. There are other things that it also does well. You told me you enjoy school because you are given a number of good things to do in lessons. You enjoy your Book Weeks and the sports and clubs that many of you go to.

I also liked the way that you are improving the rate at which you learn and the quality of your work. The school keeps a close eye on how well you are doing. You now read regularly, and I really liked the way you share reading time with other pupils. You have a good understanding about how to stay healthy and keep safe.

The way you are using targets to improve your work is good. You can help your teachers by telling them when you feel the work is too easy or too hard for you.

As I walked around the school I saw how well you behave and that you get along together, and share things sensibly. You told me how you feel safe and very well cared for by adults. The way that the school is encouraging your parents to help you learn is good and getting better.

I have asked your school to give all of you more chance to improve your literacy skills in all subjects, and improve your levels of reading by the end of Year 2. Also that some adults who are in charge of your learning get more training so they can do the job even better.

I wish you all the best for the future.

Yours sincerely,

Michael Pye

Lead Inspector