



Yoxall, St Peter's CofE (C) Primary School

Inspection Report

Unique Reference Number 124286
Local Authority Staffordshire
Inspection number 292945
Inspection date 27 September 2006
Reporting inspector Paul Edwards

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

Type of school	Primary	School address	King Street
School category	Voluntary controlled		Yoxall
Age range of pupils	4-11		Burton-on-Trent DE13 8NF
Gender of pupils	Mixed	Telephone number	01543 472236
Number on roll (school)	124	Fax number	01543 473624
Appropriate authority	The governing body	Chair	Nik Antona
		Headteacher	Trudy Pyatt
Date of previous school inspection	1 October 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Peter's Church of England Primary is a small school situated in the village of Yoxall, about seven miles north of Lichfield. Almost all pupils are of White British heritage. The percentage of pupils with learning difficulties is below the national average and the proportion of pupils known to be eligible for free school meals is low. About a quarter of the pupils join the school after the Reception Year. The headteacher and four teachers have joined the school since last September. Children enter the Reception Year with skills that are slightly above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education. Pupils enjoy school and parents rightly feel that their children are well cared for. When considering their starting points, pupils achieve satisfactorily by the time they reach the end of Year 6. Pupils attain standards that are above average by the end of both Year 2 and Year 6 and this is reflected in the results of the 2005 national tests. However, progress is uneven throughout the school with some pupils, particularly the more able, not making sufficient progress. A combination of weak teaching, which had not been picked up by subject leaders, and ineffective assessment systems resulted in groups of pupils across the school not being challenged sufficiently. Significant changes to staffing are beginning to address this issue. The unvalidated test results for 2006 show a significant increase in the number of Year 6 pupils attaining the higher level in both English and Mathematics, which is the result of improved teaching in this year group. Pupils with learning difficulties do well because they are provided with effective support. Many staff are new to the school and, understandably, teachers have yet to make the best use of the new assessment and tracking procedures when planning lessons. Children are provided with a satisfactory start to their education in the Reception class. There is a good focus on teaching the basic skills of reading and writing. Considerable attention is devoted to ensuring children settle well and work constructively with their classmates. This provides a firm foundation for the pupils' personal and social development which is good throughout the school. The school works hard to encourage the pupils to eat healthily and adopt a healthy lifestyle. Pupils thoroughly enjoy taking on responsibility. As one member of the school council said, 'It's a privilege to be able to add and change things around the school.' Leadership and management are satisfactory. In the 12 months she has been at the school, the headteacher has been effective in halting and reversing a decline in the quality of teaching and learning, which has resulted from many staff changes since the last inspection. The curriculum, whilst satisfactory overall, is enriched by a good range of clubs, visits and visitors. Although progress since the last inspection has been variable and satisfactory overall, the progress made in the last year shows the school has a satisfactory capacity to improve further. The school has a very clear and accurate understanding of what it needs to do to get better. It recognises that new staff need to develop their management skills so that teachers have a greater impact on pupils' achievement.

What the school should do to improve further

- Ensure all teachers make the most effective use of assessment information to plan lessons that are closely matched to pupils' ability.
- Support those staff with management roles to identify how teaching in their subjects might be improved.

Achievement and standards

Grade: 3

The pupils make satisfactory progress throughout the school. Standards attained by pupils in national tests at the end of Year 2 and Year 6 in 2005 were above average and this has been the case for the last four years. The pupils have good reading, writing and numeracy skills. The results, however, mask the fact that some pupils, particularly the more able, could do better. This is the result of pupils being given work that has not challenged them sufficiently. Whilst improved assessment procedures are helping teachers to address this issue, there is still work to be done. Pupils with learning difficulties achieve well. This is because their needs are identified early and they are provided with a good level of effective support. Children in the Reception Year make satisfactory progress overall although their personal and social development progress is good. They enter Year 1 with skills in literacy and numeracy that are above those expected for children of their age.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils enjoy school, as shown by their good level of attendance. They participate enthusiastically in the activities on offer. Good relationships exist throughout the school. As one pupil said, 'All the teachers are friendly, and the children too.' Behaviour is usually good although some pupils become a little restless when the work does not present them with sufficient challenge. The children's personal development is promoted well from the time they enter Reception. Activities are planned carefully, enabling them to develop their independence and to begin to understand the importance of working closely with others. Pupils talk knowledgeably about the importance of eating healthily and about being active. Most try to adopt a healthy lifestyle. The pupils' spiritual, moral, social and cultural development is good. The close links with St Peter's Church enhance the pupils' spiritual awareness and an awareness of other cultures is enhanced through religious education lessons and special events. The pupils take on responsibilities with enthusiasm and members of the school council value being able to 'help the school'.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory. Expectations of behaviour are high and pupils respond well, staying on task, particularly where lessons are stimulating and challenging. Teachers identify clearly what pupils are to learn and good marking ensures pupils know how well they are doing. Pupils commented that, 'Teachers give you lots of tips and targets to help you get better at your work.' However, work is not always pitched at the right level and this limits pupils' progress, especially that of the more able. The

lack of reliable assessment information has hampered accurate planning. Although new procedures are in place, teachers have yet to fully assimilate the information and translate this into planning that correctly identifies how well different groups of pupils are doing. Pupils with learning difficulties tend to do well because their needs have been identified clearly and experienced support staff provide them with good help and guidance. In the Reception Year, basic skills are taught accurately, providing a firm foundation for the development of the children's reading, writing and numeracy skills. Staff provide the children with good opportunities to develop their independence through a range of structured activities that have a clear purpose.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Whilst there is a focus on developing the basic skills, which gives the pupils a sound basis for future study, there is an emphasis on providing an interesting and varied curriculum for the pupils. The introduction of guitar lessons for some of the Year 4 and 5 pupils, taught as part of the music curriculum by specialist musicians, is an example of this. Older pupils are taught French and, as a result of a partnership with the local secondary school, German is to be introduced later in the year. There is a good range of visits and visitors and these, together with the wide range of clubs, provide good enrichment opportunities for the pupils.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils is satisfactory. All statutory safety checks are carried out. Pupils are well looked after in school and they say they feel safe and secure. They know who to turn to in case of trouble. The assessment of pupils' work is now fully in place and their achievements are tracked satisfactorily. On a daily basis, pupils are given good guidance as to how they might improve their work. However, the assessment procedures are relatively new and teachers have yet to make the best of the information to plan work and to provide the pupils with good guidance and support. Pupils with learning difficulties are supported well.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school has undergone a period of turbulence and almost all of the teachers are new to the school. It is to the credit of the headteacher that she has created a team where staff morale is high and where all are working hard to improve the school. Good induction procedures have ensured staff have settled well. Most subject leaders have yet to make an impact on their subjects. They need guidance on how to monitor and track the progress made by the pupils in order to improve the quality of teaching and the pupils' achievement. The headteacher is taking full advantage of the opportunities afforded through the Primary Leadership Strategy and the local authority is providing effective support and guidance. The

headteacher has correctly identified what needs to be improved and there is evidence that strategies for improving assessment and the quality of teaching are having an impact on the pupils' achievement. Over the last 12 months the governors have become much more aware of what is happening and they are fully involved in all aspects of school life and provide satisfactory support and guidance. Consultation with parents and pupils through questionnaires is helping their views to be taken into account.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
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	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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	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	3
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	3
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

- Thank you all very much for the warm welcome you gave us when we visited your school recently. The school is providing you with a satisfactory education. Here are some of the highlights of your school:
- Your good behaviour and your enthusiasm for lessons and other activities.
- The good relationships you have with one another and with the staff.
- The interesting activities that you take part in.
- The way you are becoming aware of the importance of eating healthily and taking part in more exercise. These are the things we have suggested the school does now:
- Make sure the teachers look at how well you are doing in your work and use the information to give you work that is not too easy.
- Make sure the adults in charge of subjects look at what you and your teachers are doing to help you improve your work. I hope you continue to work hard and enjoy your time at school.