

# Yoxford Primary School

## Inspection report

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<b>Unique Reference Number</b>	124621
<b>Local Authority</b>	SUFFOLK LA
<b>Inspection number</b>	314988
<b>Inspection date</b>	13 March 2008
<b>Reporting inspector</b>	Geof Timms

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>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	5-9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	37
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Simmons
<b>Headteacher</b>	Mrs Janet Williams
<b>Date of previous school inspection</b>	7 July 2003
<b>School address</b>	High Street Yoxford Suffolk IP17 3EU
<b>Telephone number</b>	01728 668291
<b>Fax number</b>	01728 668291

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Yoxford Primary is a very small school that serves the village and surrounding area. Most pupils come from owner-occupied homes and a below average proportion of pupils are entitled to free school meals. There are no pupils from minority ethnic backgrounds or with English as an additional language. A broadly average proportion of the pupils have learning difficulties, but this is higher in some year groups. Attainment on entry to the school varies widely from year-to-year but is broadly typical for children of this age. The school has been awarded an Activemark for sport provision and the Silver ECO Award for its environmental work.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This good school offers pupils an effective education through an imaginative and creative curriculum. This is helping prepare them well for their future lives. The school is well led and managed. The good teaching and care ensures the pupils are developing into well-rounded individuals who have good basic skills and a very good knowledge and understanding of many issues within and beyond the school. Through this, they make an outstanding contribution to their school and local community. The school has excellent links with a wide range of outside agencies to support pupils' learning and to help them develop as citizens. Parents appreciate the school's philosophy and one wrote that her daughter finds the school a 'very warm, friendly, encouraging and inspiring place to be.'

Pupils make good progress throughout the school. They attain above average standards in reading, writing, mathematics and science. Standards in information and communication technology (ICT) are below average. Although the resources and provision have improved since the last inspection, not enough time is given to developing pupils' skills. Standards in art and design, and design and technology, are very high. Pupils who find learning more difficult, mostly because of social, emotional and behavioural issues, are well supported and make good progress. However, a few more able pupils do not always make progress in line with similar pupils nationally, especially in writing. The school has worked hard recently to improve writing standards, although it is too soon to judge the impact of these measures.

Pupils achieve well because they are well taught. Teachers plan appropriate work for their mixed-age classes, although their planning does not always provide sufficient challenge for the most able pupils. Relationships between adults and pupils are very strong and this helps create a positive atmosphere for learning. A major strength in the school is the innovative way staff are developing a creative and interesting curriculum through work outdoors and with the arts and environment. Through a wide range of projects involving growing plants and vegetables, a community woodland and working with local and other artists, pupils are developing skills in many subjects as well as developing an excellent understanding of nature.

Pupils' personal development is good. Their outstanding enjoyment is evident when they discuss all the things they like about school. They have a good awareness of how to keep themselves healthy and safe. Pupils' behave well in and out of lessons. Attendance is above average and reflects their parents' recognition of the importance of school. Pupils are cared for well. The school meets all the requirements for keeping them safe and well protected.

The school is well led and managed by the headteacher, who has built a strong team of teachers who work hard to provide a good education. Staff support each other well, but do not always have a clear understanding of the tracking data on pupils' progress, which would help them see where their teaching is most successful and where it could be improved. The improvements made since the last inspection, together with the range of innovative curriculum developments the headteacher has introduced, demonstrate that the school has a good capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

Although there are only a very small number of pupils in each Reception group, they are well provided for and the school ensures they make good progress through a well-planned and

appropriate curriculum. The children benefit from working with the older pupils at times, while also having good access to more play-based and role-play activities. The arrangements for starting school are effective in helping children settle quickly and the links with parents are good. By the time they start Year 1, most have achieved or exceeded the expected levels.

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

- Raise standards in ICT by ensuring sufficient time is available for pupils to develop their computer skills.
- Make better use of available data on pupils' progress, so it is more helpful to teachers in planning and evaluating the success of their work.
- Improve the day-to-day provision for the more able pupils.

## **Achievement and standards**

### **Grade: 2**

The small size of each year group and the varying attainment on entry makes it difficult to compare standards reliably from one year to another. However, pupils consistently make good progress in reading, writing and mathematics by the end of Year 2 and standards are rising over time. The 2007 national assessments showed that standards in reading and writing were exceptionally high and this reflects good progress from their attainment on entry to the school. Even so, boys' writing skills were low and the strategies to improve this are already in place. Standards in mathematics and science were above average. The good progress continues through Years 3 and 4 and by the time pupils leave school, standards are above average and for some pupils very high. Occasionally, not enough is done to provide an effective level of challenge for the most able pupils. Pupils' skills and achievements in ICT are weaker and are not successfully developed.

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

### **Grade: 2**

Pupils' spiritual, moral and social development is good. The school promotes excellent cultural development through high quality work in the arts. Pupils are developing into very effective citizens through the excellent links to community projects and environmental work. Their good behaviour supports their learning and reflects how much they enjoy school. Older pupils help younger ones in a range of ways and have some responsibilities through the school council and environmental work. However, these tend to be low level and many of the pupils are capable of more independence in their learning and of developing more responsibility for school matters. Mutual massage sessions help pupils develop a good understanding of how and when it is appropriate to touch others, as well as creating a clear sense of belonging to the community of the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The pupils' good progress is due to good teaching and learning. Pupils' learning is helped by their positive attitudes and willingness to take a full part in lessons. Teachers use a range of methods and are aware of the different ways pupils learn. They group pupils well and provide work that is usually well matched to their prior attainment, although occasionally the most able

are not sufficiently challenged. Teaching assistants provide teachers and pupils with good support. Their work is effective in helping those who find learning more difficult to make good progress. The school makes good use of teachers' expertise through some specialist teaching in French, music, science, physical education and art and design. Teachers varying skills in using the new technology available to them limits some of the benefits this brings to everyday teaching and learning.

## **Curriculum and other activities**

### **Grade: 2**

Although it is good overall, recent innovations to the curriculum are beginning to provide some excellent opportunities for pupils to develop their skills across subjects, in a creative and exciting way. This is particularly the case in the project linking the arts to gardening and working outdoors. The school has successfully introduced a new scheme to improve reading through teaching pupils about letters and their sounds. In addition, the planning in literacy and numeracy takes full account of recent changes. The school provides a good range of enrichment activities through visits and the use of visitors to school to extend pupils' experiences. The school's excellent links with outside agencies enables teachers to offer a much wider range of provision than would otherwise be the case in such a small school.

## **Care, guidance and support**

### **Grade: 2**

The school offers pupils a good level of care, guidance and support through its arrangements for health and safety, risk assessments and child protection. Pupils say they are safe at school. They say bullying is very rare and they know how to deal with it should the need arise. Staff provide good academic guidance from their assessment information and good knowledge of individual pupils. Target setting helps individual pupils know what they need to do to improve, although targets are not always sufficiently challenging, especially for the most able pupils. However, the marking of work does not always help pupils understand how they can improve their work.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed and along with the good provision, this has a positive impact on pupils' progress. Staff work closely as an effective team and the headteacher sets a clear lead through her enthusiasm and willingness to innovate and take on initiatives that will benefit the pupils. Self-evaluation is good overall. The headteacher has a clear focus on raising standards and the school's improvement planning is based on a few excellent aspects of self-evaluation. There is a clear vision for the curriculum and how creative and theme-based learning will help pupils to improve their skills. The work of the school is monitored well by the headteacher and the governing body. However, there is not sufficient detail in the tracking of pupils' progress to help teachers monitor the success of their work or to quickly identify any underachievement. The governing body are effective in holding the school to account and good use is made of their expertise. The governors have a good knowledge of the school's strengths and weaknesses, and provide good support for the range of initiatives currently in progress.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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

<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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

14 March 2008

Dear Pupils

Inspection of Yoxford Primary School, Yoxford, IP17 3EU.

I am writing to thank you for the way you made me so welcome when I visited your school recently. I also want to thank you for the help you gave me in finding out how successful the school is in helping you learn. I especially enjoyed talking with some of the school council and those of you with whom I had lunch. Now I want to tell you what I found out.

You go to a good school. You told me how much you enjoyed school and your parents agree. I could see from the way you take part in lessons and other activities such as the gardening and the massage that you very much enjoy a lot of the things you do. You told me how much you like meeting your friends and catching crabs! You work very hard to get good at reading, writing and mathematics, but I also think you are very good artists.

You behave well and that helps your teachers teach you and makes them want to provide interesting things for you to do. I think you work hard not just in lessons but also in the local community. I would love to come back in a few years and see the woodland and your gardens and grounds at the school.

Mrs Williams and the teachers, and the other adults in the school, work very hard to help you learn and to provide interesting things for you to do. Because they want to help the school get even better in the future, they have a list of things they want to do. In addition, I have asked them to do three things:

- help you learn more about computers and have more chances to use ICT in all subjects
- make better use of the information they have got on how well you learn when planning lessons
- make sure they offer enough help and harder work to those of you who find learning easier.

Many thanks again for your help. I really enjoyed my time at your school. Enjoy your time at Yoxford and keep working hard!

Yours sincerely

Geof Timms

Lead inspector