

# Yorkley Primary School

## Inspection report

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<b>Unique Reference Number</b>	115555
<b>Local Authority</b>	
<b>Inspection number</b>	338604
<b>Inspection dates</b>	28–29 September 2009
<b>Reporting inspector</b>	Bogusia Matusiak-Varley

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 category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	135
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Deborah Gibbons
<b>Headteacher</b>	Elizabeth Harris
<b>Date of previous school inspection</b>	0 November 2009
<b>School address</b>	Lydney Road Yorkley Lydney GL15 4RR
<b>Telephone number</b>	01594 562201
<b>Fax number</b>	01594 563305
<b>Email address</b>	admin@yorkley.gloucs.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by one additional inspector. Another inspector spent half a day evaluating the school's safeguarding procedures. The inspector visited seven lessons; one assembly was attended. Meetings were held with governors, staff, pupils and parents. She observed the school's work, and looked at the school development plan, safeguarding documents, policies, internal and external monitoring evidence, pupils' exercise books, teachers' planning and 43 parental questionnaires.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the progress children make in the Early Years Foundation Stage in acquiring basic skills
- the impact of the school's recent focus on raising standards in reading and mathematics
- the challenge presented to more capable pupils, especially in writing, and the effectiveness of teachers' use of assessment in lessons
- pupils' knowledge of cultures other than their own, in preparing them to participate in a multicultural society.

## Information about the school

This is a small rural school. Children are taught in five mixed-age classes. Reception children are taught alongside Year 1 pupils. The majority of pupils are White British. This year, the number of pupils with special educational needs and/or disabilities is above average; most of them have behaviour difficulties, and a high percentage are in Year 6. The school has achieved the Activemark and Healthy Schools Award. The Early Years Foundation Stage has achieved the Bristol Quality Mark Award. Since the last inspection of 2006, the school has experienced many staffing issues. This has resulted in the headteacher having to move the school forward in the absence of a senior leadership team.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

This is a satisfactory school. It has a number of strengths. Standards in reading, writing, mathematics and science are average by the end of Year 2 and Year 6. There has been recent improvement in pupils' progress in reading and mathematics. This is most evident in Years 1 and 2, and in Years 5 and 6. Pupils' achievements are satisfactory but progress is inconsistent in writing, particularly for high attainers. This is because assessment information is not always used to plan activities that move pupils quickly onto the next steps of learning. As a result, more capable pupils are not sufficiently challenged and their progress slows down. A further impediment to ensuring good progress is that teachers' marking does not always identify what pupils need to do to improve. These were issues identified in the previous inspection report but, owing to the staffing issues, there have been inconsistencies in the rate of improvement.

The headteacher has worked tirelessly at improving the quality of provision. Her efforts are best seen in better pupils' achievement in reading and mathematics. She is now ably supported by the newly appointed assessment coordinator. They are carrying out accurate self-evaluation which is leading to improvements. Satisfactory improvement since the last inspection is most notable in the higher percentage of more capable pupils in Year 6 who attain higher standards in reading and writing. The school's capacity to improve is satisfactory.

Teaching and learning are satisfactory overall. There are pockets of good and outstanding teaching but not all teachers are challenging their pupils enough. This is largely the result of inconsistencies in using information from assessment to provide the right level of work for different groups. Pupils with special educational needs and/or disabilities make satisfactory progress overall but they make good progress when they are working with support staff. There are no gender differences in attainment and all groups of pupils have full access to the curriculum. Partnerships with parents, local schools and providers are good. Parents are delighted with the school. Their praise of the headteacher is unanimous: 'You just know that she will move mountains to get our children the help they need.' Their positive views are mirrored by pupils. 'Everything is great about this school,' said one Year 6 pupil, 'but it would be good to know precisely what we need to do to get higher levels.' 'We love coming to school because we all get on well,' said another pupil.

Behaviour in the school is good due to secure safeguarding procedures, care, guidance and support, and good opportunities for pupils' spiritual, moral and social development. Cultural development is satisfactory but pupils' understanding of different cultures is less secure. They have good links with the local community but do not have sufficient opportunities to mix with pupils from different cultures. This, coupled with average

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standards, results in pupils achieving satisfactory skills for their future economic well-being.

The impact of the work done to achieve the national awards can be seen in the pupils' good knowledge of healthy lifestyles and staying safe. The school's recent achievements in inter-school sports are remarkable for such a small school. The curriculum is satisfactory. It is enriched with a good range of extra-curricular activities which contribute to pupils' sound attitudes to learning.

Provision for the Early Years Foundation Stage is good. Attainment on entry is just below average in communication, language and literacy and problem solving, reasoning and numeracy. Due to good teaching and learning, children attain the expectations for their age in all areas of learning, but more capable children are not always sufficiently challenged to form their letters correctly. This has a knock-on effect in learning as pupils move up the school where time is spent in older classes teaching handwriting.

The leadership and management of the school, including governance, are satisfactory. Monitoring of teaching and learning by the headteacher and assessment coordinator is good.

### **What does the school need to do to improve further?**

- Improve pupils' progress in writing, especially for more capable pupils, by ensuring that:
- teachers use information from assessment more effectively when they plan lessons
- marking informs pupils what they need to do to reach the next steps of learning
- teaching challenges all pupils to do their very best.
- Improve the rates of progress of children in the Early Years Foundation Stage who find learning easy by giving them more opportunities to form their letters correctly.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils participate well in lessons but their eagerness is electrifying when they are effectively challenged. This was seen in an outstanding Year 6 mathematics lesson, for a group of higher attaining mathematicians, where the pupils hung on the teacher's every explanation when solving percentages linked to real-life problems. In some classes, attitudes wane when work is not sufficiently well matched to pupils' needs and pupils' learning slows. In a good science lesson in the oldest class, pupils were asked to set up their own investigations when exploring how sound travels. All pupils made good progress because they enjoyed the challenge of the investigation and devising their own ways to record their findings. Pupils with special educational needs and/or disabilities and below-average attainers benefit from high-quality support given by teaching assistants whose input is evident in the good progress made by pupils in catch-up programmes. In Year 2, rates of progress are picking up. All pupils are effectively challenged by good questioning. However, the impact of these aspects of good teaching is not yet evident in end-of-year tests because assessment is not yet used consistently in all lessons to match tasks to different abilities.

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Throughout the school, boys' and girls' achievements are satisfactory. Since 2005, standards have improved and are broadly average in English, mathematics and science. In Year 2, average standards have been maintained over six years. Staff have been successful in raising boys' achievement by using boy-friendly books and this is improving their progress. Learning in this school is characterised by pupils asking questions when they need help, generally sustaining concentration and working well with talk partners and in groups. Recent good gains have been made throughout the school in mental mathematics, recall of number bonds, multiplication tables and problem solving. Pupils are now reading with more fluency and expression because of the rigorous teaching of letter sounds and the opportunities to hear adults read.

Pupils enjoy school. 'We have fun in the playground and we like our teachers, they are always ready to help even though they make you work hard,' said one enthusiastic pupil. Parents say that even when children are ill they want to come to school just in case they 'miss anything'. Pupils' knowledge of their own community is good. Older pupils scripted and choreographed a piece of theatre to celebrate the school's centenary. This contributes to their good spiritual, moral and social development and reinforces their pride in the local community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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## How effective is the provision?

There is too much satisfactory teaching rather than good, especially in the teaching of writing, where assessment information is not used consistently to challenge pupils. Teachers have not yet fully identified how to overcome certain pupils' barriers to learning. They religiously stick to national guidance without fully questioning its suitability to pupils' needs. For example, planning for writing does not always take enough account of pupils short attention spans. Consequently they forget what they have previously learnt. In the good and outstanding lessons, pupils have clear timed targets in which to complete their work. Teachers' skilled interventions pick up any misconceptions and teachers expect pupils to try their hardest. Good relationships are evident in all lessons. Support staff are knowledgeable and, in most cases, push learning to the limits by encouraging pupils. 'You know you can do it, let's see it happen,' are common phrases heard in group work.

The curriculum is appropriate for the needs of these pupils. Visits to the Houses of Parliament impact positively on pupils' emerging skills of citizenship. However, the development of literacy and numeracy skills in other subjects is inconsistent and prevents pupils from consolidating learning. The best examples of cross-curricular links are seen in investigative and experimental science where pupils have to write explanations of their hypothesis. They use a good range of bar charts and graphs to gather data from their experiments. The teaching of French develops pupils' cultural awareness, and information and communication technology is used well to support learning. However, teachers' medium-term planning does not always identify extension activities for more capable pupils, especially in writing.

The quality of care, guidance and support is good. Pupils are very comfortable with telling their teachers what troubles them. There are good opportunities to learn about how to manage their emotions and how to care for others. Parents are delighted with the individual support their children receive. As a result of the school's caring environment and the strong focus on developing personal and social skills, the school turns out well-rounded individuals who are confident and polite and become valued members of the community. Attendance is average; there are a few families, with which the school works closely, who do not send their children to school regularly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

For some time, the headteacher has worked relentlessly without a deputy headteacher. Now she is ably supported by her assessment coordinator, things are improving. The recent successes in pupils' improved learning in reading and mathematics are testimony to their hard work.

Accurate evaluation results in the correct priorities being identified: that is, to improve writing and teachers' use of assessment. Monitoring of teaching and learning is good. Teachers are informed of what they need to do to improve, in order to accelerate pupils' progress. Monitoring is not yet rigorous enough to ensure that practice in classrooms is consistent.

Safeguarding arrangements are effective and fulfil all statutory regulations. This is an inclusive school. Governors are knowledgeable, supportive and effectively led by the chair. They have good knowledge of the school's strengths and areas for development but have not yet fully held staff to account for pupils' progress. Despite good links with the local community, the school and governing body are at the early stages of implementing an effective strategy for promoting national and global community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Parents are rightly pleased with the good quality of provision. The newly appointed Early Years Foundation Stage coordinator is leading provision well. Good planning of the



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outdoor learning environment ensures positive learning opportunities are provided. There is a good range of child-initiated and adult-led play. The secure and safe outside area is used well in inclement weather. Children play confidently with one another and make sculptures from natural resources such as leaves and twigs that they find in the woods. They use 'mini gym' equipment and are making a good start at learning about healthy lifestyles. Teaching is good. All children are well supported by adults who give clear instructions and have high expectations. Children's progress is carefully tracked and their particular needs are well catered for. Children have good opportunities to make marks but those children who find learning easy are not given sufficient opportunities to form their letters correctly. There are good arrangements to ensure children's welfare and development. Sessions run smoothly because all adults understand how these children learn. A particular strength is the link made with pre-school providers. This ensures that children's needs are catered for as soon as they enter the Reception class.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents are overwhelmingly supportive. The vast majority of questionnaires returned have very positive comments about all areas of the school. Parents wrote about the lovely little school, great teachers, good communication and friendly staff. 'I would recommend this school to anybody new in the locality,' wrote one happy parent. A very small minority of parents were dissatisfied with behaviour but school procedures and observations of pupils were judged to be both appropriate and effective.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yorkley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 135 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	67	13	30	0	0	0	0
The school keeps my child safe	30	70	11	26	1	2	0	0
The school informs me about my child's progress	18	42	24	56	0	0	0	0
My child is making enough progress at this school	23	54	18	42	0	0	0	0
The teaching is good at this school	25	58	16	38	0	0	0	0
The school helps me to support my child's learning	20	47	21	49	0	0	0	0
The school helps my child to have a healthy lifestyle	20	47	21	49	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	44	21	49	1	2	0	0
The school meets my child's particular needs	20	47	19	44	2	5	0	0
The school deals effectively with unacceptable behaviour	16	37	23	54	2	5	0	0
The school takes account of my suggestions and concerns	13	30	28	65	0	0	0	0
The school is led and managed effectively	23	54	18	42	0	0	0	0
Overall, I am happy with my child's experience at this school	26	61	15	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 September 2009

Dear Pupils

Inspection of Yorkley Primary School, Lydney, GL15 4RR

Thank you for making me feel so welcome in your school. You are rightly proud of your school. It provides you with a satisfactory quality of education.

I found you polite, well behaved and good ambassadors of your school. Your school has a number of good features. These are the main things I found out about your school:

- Children in the Early Years Foundation Stage make good progress.
- You are well cared for and you know how to stay safe.
- You like your school, especially all the sports you do, and this gives you good awareness of healthy lifestyles.
- You attend a good range of after-school clubs.
- You make satisfactory progress and reach average standards by the time you leave school.
- You have worked very hard at improving your reading and mathematics skills.
- You have good relationships with your teachers.

I have asked the school to do some things that will improve the education you receive: to improve the progress you are making in writing, and to improve the progress of the children in the Reception class who find learning easy by giving them more opportunities to form their letters correctly. You can help, for example by asking your teachers what you need to do to attain higher standards in writing.

Keep working hard and please thank your parents for coming to talk with me.

Yours faithfully

Bogusia Matusiak-Varley

Lead Inspector

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