

Yarmouth Church of England Primary School

Inspection report

Unique Reference Number	118194
Local Authority	Isle of Wight
Inspection number	339162
Inspection dates	3–4 March 2010
Reporting inspector	Brian Evans

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

Type of school	Primary
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	The governing body
Chair	Mr K Shaw
Headteacher	Mrs B Miller
Date of previous school inspection	7 February 2007
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Introduction

This inspection was carried out by two additional inspectors. In total, 10 lessons and six teachers and some teaching assistants were observed. Inspectors observed the school's work and pupils at play. They looked at documentation including pupils' books, the school's data on pupils' progress, the school improvement plan and records of the school's monitoring of teaching and learning. The school's arrangements for safeguarding and protection of pupils, policies and procedures for promoting equality and countering discrimination and 32 parental questionnaires were evaluated. Informal discussions with leaders, staff, pupils and parents also contributed to the evidence gained.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the action plans put in place since the last inspection to improve pupils' performance in writing and in mathematics in Years 3 and 4
- the impact of the curriculum in promoting pupils' independent learning
- community cohesion and its impact on pupils' understanding of cultural diversity in the United Kingdom
- The impact of the pre-school provision on the Early Years Foundation Stage.

Information about the school

This is a smaller than average rural school situated in West Wight. All pupils are White British. The proportion of pupils entitled to free school meals varies year on year, but is presently below the national average. The proportion of pupils with special educational needs and/or disabilities is below average and one pupil has a statement of special educational needs. The school has been recognised nationally through the Healthy Schools Award.

The school manages an on-site pre-school.

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

2

Main findings

The school provides pupils with a satisfactory standard of education. Overall, pupils enter the school with broadly average skills although attainment from year to year varies considerably because of the low numbers in each year group. Overall, pupils achieve satisfactorily but there is variation in outcomes between the different age groups. Children in the Little Stars pre-school setting make good progress towards their Early Learning Goals. Staffing issues have affected progress in Reception and Key Stage 1 and progress is consequently satisfactory. Staff recognise that there is more work to do in raising literacy and numeracy attainment for these two age groups. Additional intervention strategies introduced by the headteacher and her staff are increasingly effective. These include early morning reading clubs, alone or with parents, one-to-one work on literacy and numeracy and ensuring that the needs of the more able and those with special educational needs and/or disabilities are met. A higher level teacher assistant supports the six Reception children well but there is a need for more effective coherence between the pre-school and Reception to ensure the curriculum enables better progress to take place.

The inspection focus on pupils' current attainment and analysis of progress in key curriculum areas confirm that learning is improving strongly. The school is back on track to achieve its challenging targets for this year, but it is too early to see the full impact of this work. Pupils in Years 3 and 4 are making good progress in writing and mathematics since the last inspection because they are eager learners who are well taught and supported by excellent teaching assistants. All these factors together with the dynamic leadership of the headteacher are key elements in the school's good capacity for sustained improvement. Pupils are keen to come to school because there are, as a parent wrote, 'always exciting things for them to do'. For example the pyjama breakfast for 'book week' was a great success, with parents and carers reading and looking at books with their young families. The creative curriculum is well planned. Older pupils are developing good independent learning skills but its implementation for younger pupils is only satisfactory. The needs of pupils with special educational needs and/or disabilities are met well.

Parents, carers and pupils confirm that they feel very safe in school. The governing body supports the school effectively. There are very strong links with the local community but regional contacts are less well developed. The audit, action plan and impact of the community cohesion initiative is at an early stage and there is not enough focus on the diversity and cultures of other regions in the British Isles.

What does the school need to do to improve further?

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- Fully implement the action plan to raise attainment in literacy and numeracy for Key Stage 1 pupils.
- Establish a greater curriculum continuity between Pre-School and Reception children.
- Implement fully the school's community cohesion action plan by developing stronger links with other regions of the United Kingdom.

Outcomes for individuals and groups of pupils**3**

In lessons, pupils of all capabilities are eager to learn and acquire new knowledge and skills at a satisfactory rate. The school's priority on literacy and numeracy is slowly raising the level of basic skills in Years 1 and 2. There is a greater emphasis in Years 3 and 4 on raising expectations in English and mathematics by focusing on extended writing skills and on challenging individual pupils' mathematical thinking. In these lessons outcomes and progress are good. Achievement in science is good. For example, a science lesson built on pupils' learning through simple but effective and well-supervised practical learning activities involving air, water and other apparatus to investigate different forces including centripetal. Gifted and talented pupils, with the agreement of parents and carers, are given the option of working part of the time with older children to increase the challenge in their work. Pupils with learning difficulties and emotional needs make satisfactory progress.

Attendance and behaviour are good. All pupils are considerate, look out for each other and take on responsibility eagerly in a wide range of tasks. For example, some pupils in Year 4 read stories to younger children. Pupils make good gains in their personal development. Relationships between all groups of pupils and between pupils and adults are good. Policies on anti-bullying are implemented well. Pupils state that they always have an adult to turn to if they have a problem or if teachers feel that a referral is necessary. Sport plays a large part in pupils' lives and all pupils are very well aware of what contributes a healthy lifestyle and diet. Older pupils take full advantage of opportunities to take up posts of responsibility in the school community either through the school council or as monitors in the classroom and playground. The values of the school which include independence, collaboration and creativity are well known to pupils. Spiritual, moral and social development is good and cultural development is satisfactory. This is very much a small family school very deeply embedded in its local community. For example, last year one pupil took on the role of Mayor of the town for the day.

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is good and occasionally outstanding in Years 3 and 4 and taught through an imaginative curriculum based on a series of integrated themes. In the most successful lessons seen, ongoing assessment helps teachers to challenge and meet the needs of individuals and groups. Teaching is satisfactory in Years 1 and 2. The high quality Second World War work on display in the hall covers all areas of learning including three-dimensional models, historical writing and articles from old newspapers. The topic both challenged and enthused older pupils and included a visit to the Imperial War Museum in London for further research. They produced work of high quality. In Years 1 and 2 specific sessions on literacy and numeracy are beginning to raise attainment levels but the school recognises that much remains to be done if the school is to reach its targets.

Most pupils take advantage of the good range of before- and after-school clubs and all enjoy meeting visitors to school. Information and communication technology is integrated well into the curriculum. All adults, including volunteers who hear reading, play a crucial role alongside teachers in providing good care, guidance and support. Pupils with special educational needs and/or disabilities are identified early and make satisfactory progress. Teaching assistants feel that they are very much an important part of the overall team and their input on learning is good and flexible enough to meet the needs of individual pupils. The high and positive tone of questionnaires from the large majority of families affirms their confidence in the school. For example, the pyjama breakfast in book week was followed up at the end of school by a book sale held by parents and pupils in support of the Romanian children's charity chosen by members of

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the school council.

These are the grades for the quality of provision

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

How effective are leadership and management?

Since her appointment, the headteacher has worked very hard, and successfully established an excellent family atmosphere. Staffing difficulties have interrupted a rising trend in attainment and achievement since the last inspection. However, the headteacher and her senior teacher have responded effectively, and additional support is based on good tracking and assessment of pupils' progress. These are analysed well to identify, and actions taken to bridge, gaps in pupils' learning. Parents play a productive role in partnership with the school by organising a range of activities for the pupils and for fundraising.

Governors and all leaders promote equality of opportunity and celebrate pupils' involvement in the local community. The school's policies relating to equalities and discrimination are good and are regularly and systematically reviewed. There is little difference in performance between boys and girls. They also contribute to the opportunities available within the curriculum. For example, pupils visit the local Lifeboat Station where a governor is the coxswain. Partnerships with agencies and institutions outside the school are good. They are well targeted to meet the needs of a range of groups and of individual pupils. Close attention is paid to ensuring that good safeguarding procedures are in place and that statutory duties are reviewed regularly and meet requirements. International contacts with Chinese and African organisations add a global dimension to the curriculum although pupils have fewer opportunities to learn about the diversity of cultures on the mainland. Clear documentation, risk assessments and detailed records ensure that the children are cared for well. Policies and procedures and their impact are updated regularly to ensure that they reflect the best practice and are followed consistently by staff. Professional support and in-service training days are linked closely to the school's development plan and regularly used to raise awareness on child protection and teaching and curriculum issues. The chair of governors and the governing body are closely involved with the senior team and local authority in the reorganisation process on the island.

These are the grades for leadership and management

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

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

Early Years Foundation Stage

Provision in the Little Stars Pre-School is good and it complies with the requirements for childcare registration. Children enter with skills that are close to those typically expected for their age. They settle quickly into the pre-school and make good progress. They enthusiastically enjoy a wide range of well-planned activities. Children move confidently between indoors and outdoors and are encouraged by adults to develop independence. Children enter enthusiastically into the daily routines. Welfare is good. Friendships are developing well and children are starting to play imaginatively in pairs and sometimes larger groups. Good assessment notes are kept on children that are linked to Early Years Foundation Stage records. Leadership and management are good and the well-qualified adults work well together as a good complementary team.

The quality of provision in Reception is satisfactory. Children make satisfactory progress in their learning and development because they have been closely supported by a higher level teaching assistant under the supervision of the headteacher. Relationships with parents are good and high levels of care and hygiene are in place. Children are safe and secure throughout the Early Years Foundation Stage. Resources are used satisfactorily to develop children's skills across all areas of learning. The movement from Pre-School to the Reception class has not been as smooth this academic year. There needs to be more coherence and continuity for children between Pre-School and Reception if their earlier progress is to be maintained.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

In their responses, the overwhelming majority of parents and carers were very positive about the school and its impact on their children's well-being. The quality of care and support for pupils who have specific learning or emotional needs was highly praised by parents and carers. In conversation with inspectors parents and carers commented often on how well their children had settled down and were happy at the school. A few parents commented that they would like more attention to be paid to unacceptable behaviour but the inspectors found pupils to be considerate to each other and well behaved in lessons. The school also works hard to help support parents and carers in their children's learning ' for example, the school has a very informative website.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yarmouth Church of England 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 13 statements about the school.

The inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 51 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	94	2	6	0	0	0	0
The school keeps my child safe	26	81	6	19	0	0	0	0
The school informs me about my child's progress	19	59	11	34	2	6	0	0
My child is making enough progress at this school	22	69	7	22	3	9	0	0
The teaching is good at this school	20	63	12	38	0	0	0	0
The school helps me to support my child's learning	23	72	5	16	4	13	0	0
The school helps my child to have a healthy lifestyle	25	78	7	22	0	0	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)	20	63	9	28	1	3	2	6
The school meets my child's particular needs	22	69	10	31	0	0	0	0
The school deals effectively with unacceptable behaviour	18	56	10	31	4	13	0	0
The school takes account of my suggestions and concerns	18	56	11	34	3	9	0	0
The school is led and managed effectively	19	59	11	34	2	6	0	0
Overall, I am happy with my child's experience at this school	22	69	10	31	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



5 March 2010

Dear Pupils

Inspection of Yarmouth Church of England Primary School, Yarmouth PO41 0RA

Thank you very much to all of you who spoke to us in lessons, around the school and in the special meetings we had. Yours is a satisfactory school with a number of good and some outstanding features. You are a very friendly community. These are some of the other things that we found:

- All the adults in school work hard to care for you and ensure you are safe within a very close-knit family.
- You enjoy learning and we liked the displays from older pupils in the hall such as the work on the Second World War and the visit to the Imperial War Museum.
- A very high proportion of you have an outstandingly healthy lifestyle and take part in so many different activities during lunchtime and after school.
- You gave us a great many examples of your excellent contributions to sport and locally in the community.
- You are very considerate to one another as, for example, when older pupils help younger ones in the playground. You try hard to reflect the values of the school in practice.

Your headteacher and her staff are determined to make Yarmouth a good school. We discussed with them the most important things they need to do and we have said that they should:

- fully implement the plan to raise your basic skills in reading, writing and mathematics in Years 1 and 2
- make more links between Little Stars Pre-School and Reception
- understand more about other communities in this country.

They will need your help to do these things which we are very sure you will give.

Thank you again and good luck for the future.

Yours sincerely

Brian Evans

Lead Inspector

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