

# Yoxall St Peter's CofE (VC) Primary School

Inspection report

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<b>Unique Reference Number</b>	124286
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340533
<b>Inspection dates</b>	4–5 March 2010
<b>Reporting inspector</b>	Peter Kerr

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	114
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Vivien John
<b>Headteacher</b>	Mrs T Pyatt
<b>Date of previous school inspection</b>	27 September 2006
<b>School address</b>	King Street Yoxall Burton-on-Trent
<b>Telephone number</b>	01543 472236
<b>Fax number</b>	01543 473624
<b>Email address</b>	headteacher@st-peters-yoxall.staffs.sch.uk

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

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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 two additional inspectors. The majority of time was spent looking at learning. All teachers were observed in a total of six lessons. Meetings were held with one or two parents, groups of pupils, governors and staff. The inspectors observed the school's work, and looked at the pupils' books, safeguarding documents, school policies and the 49 parental questionnaires that were returned.

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

- the use of assessment to challenge pupils of all abilities
- the consistency of teaching across the school
- the leadership roles among staff.

## Information about the school

St Peter's is a small village primary school. Almost all pupils are of White British heritage and all have English as their first language. The percentage of pupils with special educational needs and/or disabilities is average though none has a statement. The proportion of pupils known to be eligible for free school meals is low. About a fifth of the pupils join partway through the school year after attending other schools. Three teachers have been recruited since the last inspection. The school has numerous national and local awards, including Activemark, Healthy School, Becta Information and Communication Technology (ICT) Mark and the Best Year 5/6 Award for Film Teaching in Staffordshire (2009).

**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?**

**2**

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

**2**

## Main findings

This is a good school with significant outstanding features. Pupils enjoy school and appreciate the excellent range of interesting activities and extra-curricular clubs, including sports. Several aspects of personal development are outstanding, reflecting the excellent care and guidance. Pupils feel very safe in school and have an excellent knowledge of how to live healthily. Their exemplary behaviour makes a very strong contribution to learning.

The Reception class provides a good start for children in the Early Years Foundation Stage so that they begin Year 1 well-prepared for the National Curriculum. By the end of Year 6, standards are above average and pupils do equally well throughout the school because of consistently good teaching. Pupils with special educational needs and/or disabilities make outstanding progress because of the excellent individualised support they receive. Gifted and talented pupils make good progress, through the potential for independent working to solve problems. The quality of teaching and learning is good overall and has improved substantially since the last inspection. High expectations are set by the headteacher and monitoring and evaluation are rigorous to ensure these are met. Teachers and teaching assistants work together very effectively as a team and many parents contribute to pupils' learning as volunteers. A key feature of the successful teaching is excellent marking, in which staff and pupils engage in a dialogue about how work can be improved. The pupils are very aware of their targets in English and mathematics and are constantly striving to meet or exceed them.

The close involvement of the local church helps to foster strong spiritual and moral development. The school provides pupils with positive experiences of their own and other cultures, although pupils spoken to during the inspection had limited understanding of how different cultures and religions relate to each other. Governors give good support to the school and help to hold it to account for standards achieved. They are aware of its strengths and weaknesses and are becoming increasingly knowledgeable about the progress pupils are making. The school's self-evaluation is wide-ranging and accurate. The strong leadership provided by the headteacher, the strong sense of shared purpose among staff and governors and the secure improvements achieved since the last inspection give the school a good capacity for continuing sustained improvement.

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

- Accelerate progress, especially for the more able, by:
  - providing more opportunities for pupils to explore and investigate their own

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ideas independently

- presenting pupils with problems that require them to draw on a wider range of knowledge and skills.
- strengthen pupils' personal development by:
  - helping them to develop a more secure understanding of different cultures and religious beliefs.

## Outcomes for individuals and groups of pupils

**2**

From slightly above average starting points in Year 1, pupils do well to reach consistently above average standards at the end of Year 6. Progress is now good in Key Stage 1; pupils are securely on track to achieve above average standards in reading, writing and mathematics by July 2010. Previously, progress had stalled at this key stage and standards were average. Pupils in Key Stage 2 are currently also making good progress. Pupils of all abilities make at least good progress, and those with special educational needs and/or disabilities do particularly well. Girls and boys achieve equally well and standards are equally high in English, mathematics and science. Pupils demonstrate good skills with modern technology, because of the good range of opportunities they have to use it in the classroom. In one example, Year 2 pupils were able to use digital cameras to film each other describing their National Book Day costumes; this in turn helped them in developing their language skills. Pupils concentrate well and are attentive in listening to each other and considering different points of view. Social development is good. Pupils enjoy lessons and strive to do their best. They take pride in being chosen for the golden table as a reward for exemplary behaviour at lunchtimes. They actively engage in a wide range of physical activities and are competent when taking on a range of duties around the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Consistently good assessment practice which helps teachers to effectively plan pupils' learning makes a significant contribution to improving the rate at which the pupils progress. Lessons are based on accurate assessments of what the pupils already know and excellent support is provided for those pupils who are at risk of falling behind. The assessments also lead to more demanding tasks being set for more able pupils. Increasingly, these present real problems and challenges for the pupils, although sometimes teachers are too ready in providing answers. The school rightly recognises this as an area for continuing development. New technologies are used very effectively to make lessons more interesting and to develop pupils' skills. The use of computers to facilitate independent research is developing and beginning to have a positive impact on learning. Targets in English and mathematics support the pupils' learning well and the teacher's excellent marking of work gives pupils a very clear picture of how to improve. The school's contribution to pupils' personal development is exemplified by the awards it has achieved; for example Activemark, for outstanding contribution to physical education and development. Clubs also have an excellent impact and are much enjoyed. Pupils spoke very enthusiastically about the gardening club and looking after hens. The pupils have high levels of confidence in the care they receive. Excellent attention is given to the support and welfare of vulnerable pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### How effective are leadership and management?

Leadership and management have improved from satisfactory to good since the last inspection. The headteacher has correctly identified a range of key improvement goals

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and governors have supported her in working towards achieving them. Management of teaching and learning is a significant strength. High expectations are set for all teachers, which they set out to meet enthusiastically. Teachers are making a full contribution to leading improvements in their various subject areas; an excellent response to one of the key issues for improvement at the last inspection. All staff share a common approach to raising standards and are equally committed to success.

Many parents are actively involved in the life of the school, for example, by running the bookshop and helping in class. The school also engages effectively with a range of other schools to supplement its expertise, for example in music and technology. All pupils have equal access to the activities the school provides. Vastly improved tracking of pupils' progress has ensured that any pupils falling behind are quickly identified, remedying a weakness identified by the previous inspection. The school makes a good contribution to community cohesion at a local level, through very close ties with the church and active participation in community events. Governors recognise the lack of diversity within the area and are supporting the headteacher in establishing contacts with more diverse groups beyond the locality. The governing body is run efficiently and effectively. It ensures good attention to safeguarding and child protection. Risk assessment systems are well developed and there is an effective awareness of safeguarding among all staff.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	1
<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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

In the Reception class, the youngest children are taught alongside some of the Year 1

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children. This arrangement works well in easing transition between the Early Years Foundation Stage and the National Curriculum. Those children who make rapid progress can work in a more formal way alongside Year 1 pupils while any Year 1 pupils who still need to learn through play can do so. Children come into reception with a range of pre-school experience but a few have had no nursery education. This is reflected in a wide variation in attainment on entry across the areas of learning. Some pupils, for example, are quite advanced in communication and literacy or mathematics but slow developers socially or physically and vice versa. Good assessment and tracking by the staff ensure that all these variations are fully catered for in the planning of activities. The outdoor area is used well whenever the staffing quota allows for free-flow learning according to the children's choices, but this is not always possible. Staff work together very well, with useful regular extra help from parent volunteers to ensure a varied and enjoyable daily programme of play and learning activities. The children are very happy in the setting and were all purposefully engaged when observed during the inspection. Progress is good across all the areas of learning.

*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**

The analysis of responses below shows a favourable view of the school in line with the school's own questionnaire returns. There was a balance between positive and negative views in the 20 written comments. Parents particularly liked the quality of support for pupils with special educational needs and/or disabilities, the strong leadership of the headteacher, the hard work and approachability of staff and the quality of the curriculum. Inspectors agreed. The inspection found no evidence to support parental concerns about lack of information on children's progress, taking parental views into consideration or dealing with unacceptable behaviour. It found that behaviour was outstanding. No other concerns were raised by more than one parent.



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

Ofsted invited all the registered parents and carers of pupils registered at Yoxall St Peter's CofE (C) 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 inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 114 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	56	17	35	4	8	0	0
The school keeps my child safe	34	71	13	27	1	2	0	0
The school informs me about my child's progress	17	35	26	54	5	10	0	0
My child is making enough progress at this school	14	29	29	60	2	4	2	4
The teaching is good at this school	21	44	23	48	1	2	0	0
The school helps me to support my child's learning	21	44	25	52	0	0	0	0
The school helps my child to have a healthy lifestyle	23	48	23	48	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)	21	44	22	46	1	2	0	0
The school meets my child's particular needs	16	33	28	58	4	8	0	0
The school deals effectively with unacceptable behaviour	18	38	22	46	3	6	2	4
The school takes account of my suggestions and concerns	19	40	19	40	6	13	0	0
The school is led and managed effectively	29	60	15	31	2	4	0	0
Overall, I am happy with my child's experience at this school	31	65	11	23	4	8	1	2

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.**



8 March 2010

Dear Pupils

Inspection of Yoxall St Peter's CofE (C) Primary School, Burton-on-Trent, DE13 8NF

Thank you for giving my colleague and me such a warm welcome when we visited your school. You were very polite and helpful. You told us how much you enjoy school and we saw that you work hard and are all doing well. You go to a good school where significant aspects are outstanding. Here are some of the things we found out:

- your attendance is high
- the school looks after you really well; you feel very safe in school and you behave exceptionally well
- you make very sensible choices about what you eat and how much exercise you do to keep healthy
- teaching is good and the school provides lots of interesting and worthwhile things for you to do.
- the staff work together very effectively as a team and are led exceptionally well by the headteacher.

We have asked your teachers to do a few things to make your school even better. These are:

- give you more things to learn on your own and time to investigate difficult problems so that you learn to solve them for yourselves - you can help by keeping going, even if challenges are hard
- help you to learn even more about the range of different views and religious beliefs that people have in the wider world and how these connect to your own lives.

Yours sincerely

Peter Kerr

Lead inspector

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