

Yeo Valley Primary School

Inspection report

Unique Reference Number	113178
Local Authority	Devon
Inspection number	357281
Inspection dates	29–30 March 2011
Reporting inspector	David Townsend HMI

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Margaret Greenslade
Headteacher	Janet Reid
Date of previous school inspection	18 November 2009
School address	Derby Road Barnstaple Devon EX32 7HB
Telephone number	01271 375429
Fax number	01271 325214
Email address	admin@yeo-valley-primary.devon.sch.uk

Age group	3–11
Inspection dates	29–30 March 2011
Inspection number	357281

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	3–11
Inspection dates	29–30 March 2011
Inspection number	357281

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 22 lessons, observing 15 staff, and held meetings with pupils, staff and governors. They observed the schools work and looked at a wide range of evidence, including the schools safeguarding policies and procedures, risk assessments, curriculum planning, the schools improvement plan and data on pupils attainment and progress. They evaluated case studies of vulnerable pupils. Questionnaire responses from 69 pupils, 74 parents and 24 staff were also evaluated. Inspectors also spoke to several parents during the course of the inspection.

The inspection team reviewed many aspects of the schools work. It looked in detail at a number of key areas.

- The rate of pupils progress, including for those with special educational needs and/or disabilities, especially in writing.
- The use of assessment to inform lesson planning and teaching.
- The work of leaders and governors to evaluate and improve the school.
- The quality of provision in the Early Years Foundation Stage.

Information about the school

Yeo Valley is an above-average-sized primary school. It serves the central area of Barnstaple. The proportion of pupils with special educational needs and/or disabilities, mainly moderate learning and behavioural difficulties, is well above the national average. The proportion of pupils with a statement of special educational needs is twice that seen nationally. The majority of pupils are White British and the proportion of pupils at an early stage of learning English as an additional language is below the national average. The proportion of pupils known to be eligible for free school meals is well above the national average, as is the number of pupils who join or leave the school part-way through their primary education. The Early Years Foundation Stage teachers in Reception joined the school this year. At the last inspection in November 2009, the school was issued with a notice to improve in relation to teaching across the school, particularly in writing, governance and provision in the Early Years Foundation Stage. It was monitored by Her Majesty's Inspector in July 2010.

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

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Yeo Valley Primary is a good and improving school. Pupils are now achieving well because teaching is much improved and consistently good. As a result, they are attaining standards that are rapidly improving, although remaining in line with the national average. This is because, since the last inspection, leaders and governors have led a committed staff team in focusing more sharply on tracking pupils basic skills and well-being, so that in-class teaching and additional intervention support is better matched to each individual pupils needs.

Achievement is good. Children start school with skills and experiences well below the levels expected for their age. By the end of Year 6, most pupils reach nationally expected levels in English and mathematics. Those with special educational needs and/or disabilities and those who join school part-way through their primary education make good progress during Years 1 to 6. On occasion, opportunities are missed to challenge pupils to achieve even more, especially the most able.

The schools care, guidance and support are good and the curriculum on offer is relevant and exciting. This contributes significantly to the good progress made by individual pupils to overcome potential barriers to their learning. Pupils behave well and feel safe in school. The small number who have complex social and emotional needs receive close support to help manage and improve their behaviour and pupils recognise this. As one parent of a child with particular needs commented, Yeo Valley gave my child every fair chance and opportunity to flourish. Attendance has improved and is average; the school is diligent in following up absence and has had marked success in improving punctuality and attendance for some pupils who were previously absent too often.

A legacy of weaker attainment by boys in literacy is being overcome in Years 1 to 6. The schools strategies for developing pupils reading and writing are helping them catch up on lost ground in the past. The same impact is yet to be seen in the Early Years Foundation Stage, during which girls make stronger progress than boys in terms of their communication and language skills and creativity. Senior leaders recognise that, with a new staffing team in the Reception classes, a whole-school focus on accelerating improvements in the Early Years Foundation Stage remains a priority for the school.

The leadership team has closely monitored teaching and given teachers good quality feedback on the impact of their practice upon pupils learning. Pupils progress over time is carefully tracked. The schools self-evaluation procedures are accurate and informative. Ambitions for further school development are shared among a cohesive staff team and a dedicated governing body, which has improved strongly in terms of its ability to challenge

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

leaders about the schools performance. These factors and improved outcomes for pupils point to the schools good capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment further by ensuring that, in all parts of lessons, teaching strategies ensure all pupils, especially the more able, are fully challenged to succeed.
- Increase the rate at which the communication and language skills and creativity of boys are developed in the Early Years Foundation Stage so that they reach the early learning goals in these areas by the end of their first term in Year 1, through:
 - developing collaborative work among the teaching team to increase further the quality and consistency of approaches to assessment and planning
 - ensuring that the teaching team has opportunities to share best practice in terms of strategies for promoting boys language skills and creativity
 - exploring ways of extending the curriculum into Year 1 for some children
 - evaluating the impact of proposed changes to the curriculum and learning environments.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and their confidence has grown as they track their own good progress through self-assessment activities. They enjoy the practical learning on offer and work well, independently and cooperatively; for example, in devising key questions and enquiry methods together about the impact of forces in a Year 6 science workshop. The skilled and well-deployed teaching assistants boost learning for pupils with special educational needs and/or disabilities both in class and through a range of well-organised withdrawal programmes. Pupils for whom English is an additional language achieve well because teaching staff use resources well to help them access the language of new learning. A particular success has been the schools work to improve the teaching of reading and writing in Years 1 to 6, especially that of boys, through systematic reading tuition, linking sounds and letters for spelling programmes and much emphasis on pupils planning and reviewing their own writing together.

Behaviour in lessons and around school is good. Pupils are polite, well mannered and welcoming. A small number with complex special educational needs, who may exhibit more challenging behaviour, are well supported and pupils across the school recognise this. While isolated incidents do occur, they are handled well and pupils are clear that bullying is dealt with effectively by the staff. Pupils report feeling safe in school and have a strong understanding of how to lead a healthy lifestyle. They readily take on responsibility and get good opportunities to apply their basic skills to real-life situations; for example, interviewing prospective new staff, monitoring local traffic speeds alongside the police and advertising fund-raising initiatives. Pupils have a keen appreciation of different faiths and cultures through local visits to religious buildings, special music and dance events, and an active link with a school in Uganda.

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 pupils' outcomes

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

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

How effective is the provision?

Lessons ensure a strong focus on clarifying the focus of the intended learning, the key vocabulary and the criteria for successful learning. Teachers introduce new ideas in stimulating ways and give pupils practical activities that are well matched to their needs. Support given by teaching assistants to small groups and individual pupils, including those with a statement of special educational needs, is well focused and helps pupils acquire new skills systematically. Teachers regular and diligent marking gives pupils clear indicators on their progress and next steps in learning.

Assessment information is used well to monitor pupils progress. Termly review meetings of pupils progress help to identify longer-term targets to share with pupils, who find these useful in helping to improve their literacy and numeracy work as they go and in checking it when completed. Activities for groups of pupils are well matched to their needs but occasionally teachers miss opportunities to challenge the more able when addressing the class and to give all pupils further time to reflect on questions that are posed.

The curriculum is broad, stimulating and relevant to the childrens interests and needs. Teachers plan well for literacy and numeracy lessons. Opportunities abound for pupils to apply the skills learnt through practical enquiry; for instance, by completing questionnaires to evaluate their immediate surroundings and presenting the findings to the class. Themed weeks, for example on the World Cup 2010, and special events help promote links in learning across subjects and contribute to pupils good personal development. Specialist

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

teaching in subjects such as music and French help strengthen attainment and enjoyment for pupils, as evidenced in the singing assembly for younger pupils; pupils sang rounds, led singing for others and performed tunefully and in time.

The school is justifiably proud of the good care, guidance and support provided to all pupils. Work with multi-agency groups is well coordinated. The school has a strong track record in helping individual pupils overcome significant barriers to learning and supporting their families. A number of parents visited the school to confirm this with inspectors. The nurture classes work well in settling pupils in readiness for positive learning and inspectors saw good progress for less confident pupils in these groups.

These are the grades for the quality of provision

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

How effective are leadership and management?

The staff team share a collective vision and are motivated to achieve the best for the pupils in their care. Since the last inspection, robust systems have been put in place for assessing and tracking pupils progress and for setting learning targets with pupils. A strong professional development programme and rigorous processes for evaluating teaching have enabled senior leaders and subject coordinators to drive improvement faster and secure better outcomes for pupils. Leaders at all levels and governors monitor and evaluate the schools work using a variety of techniques, with a sharper focus now on outcomes for pupils. As a consequence, the gap between pupils starting points and expected literacy levels is closing fast by the time they leave school and equal opportunities are being promoted well for most pupils.

Governors play an active role in supporting the schools work and in holding senior staff to account. They have a good understanding of the barriers that the schools pupils face and of the strategies that have been put in place to overcome those barriers. They have a good level of knowledge and expertise that underpins good safeguarding procedures; for example, a strong understanding of child protection issues. Partnership with parents is satisfactory rather than good however, because, as the school recognises, there is more to do to communicate well with all families on its policies and in response to concerns when raised. Community cohesion is well promoted, such that pupils have a good understanding of local and global diversity. The school does much to form close partnerships with local schools and community groups and to assist families in gaining access to wider support services and opportunities.

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 leadership and management

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	3
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Achievement over time is improving strongly in all areas of learning. Childrens progress is being regularly assessed in the Nursery and the Reception classes and is now tracked using the schools new systems for this. Most children enter the Early Years Foundation Stage well below expectations in all areas for their age. By the end of Reception, the majority have progressed to levels slightly above national expectations. From their low starting points, girls make good progress while boys achieve satisfactorily across the six areas of learning, especially in terms of their communication and language skills and their creative development.

Children behave well and feel safe. They can talk about what they would do if upset or uncertain and all receive a high standard of care and support from the adults. They are confident playing in larger areas such as the playground. They adopt healthy eating habits and enjoy physical activities.

Teachers take account of childrens needs, interests and starting points when planning a range of practical, active learning opportunities through play. A good emphasis is placed on promoting childrens talk for learning across the day but the development of specific language skills is inconsistent. In one good lesson seen, children were encouraged to review their own writing to identify how to improve further, but in another, boys were less focused on the letter sounds and shapes being introduced. The use of indoor space across the Nursery and Reception classes is imbalanced, with some play activity areas more restricted for room than others.

Leadership and management are satisfactory overall, although some good improvements have been seen, notably in the provision of better free-flow of learning activities from inside to outside and of a broader curriculum. The new teaching team is beginning to work more collaboratively as a team and in liaison with the receiving teachers in Key Stage 1,

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

but this is at an early stage of development. Parents told inspectors they are satisfied with communications about their childrens progress.

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

Around a third of parents and carers responded to the questionnaire. Most families expressed their full support for the school. A number of parents wrote and spoke to inspectors to express their satisfaction with the range of curricular opportunities on offer, the dedication of the teaching team and the high quality of support, stability and guidance provided for their own children. Some expressed concerns about the way the school tackles unacceptable behaviour and cited examples of bullying.

During this inspection, behaviour was good. Inspectors talked to pupils and found their understanding of what constitutes bullying was clear; they felt safe in school and trusted the adults to tackle any incident that might arise. Anti-bullying messages have a clear profile in school through assemblies, lessons and wall displays. A similarly small proportion of parents and carers feel that communication between the school and home is not good enough when concerns are raised. The inspectors concluded that, while many parents were very satisfied about the schools responses to enquiries, more can be done by the school to check this is so for all.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yeo Valley 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	39	38	51	7	9	0	0
The school keeps my child safe	35	47	31	42	7	9	0	0
My school informs me about my child's progress	25	34	38	51	7	9	2	3
My child is making enough progress at this school	27	36	39	53	4	5	2	3
The teaching is good at this school	24	32	43	58	4	5	0	0
The school helps me to support my child's learning	25	34	40	54	6	8	2	3
The school helps my child to have a healthy lifestyle	27	36	45	61	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)	21	28	44	59	3	4	1	1
The school meets my child's particular needs	18	24	48	65	3	4	2	3
The school deals effectively with unacceptable behaviour	17	23	39	53	10	14	7	9
The school takes account of my suggestions and concerns	23	31	35	47	10	14	6	8
The school is led and managed effectively	29	39	29	39	12	16	4	5
Overall, I am happy with my child's experience at this school	31	42	28	38	8	11	5	7

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



31 March 2011

Dear Pupils

Inspection of Yeo Valley Primary, Barnstaple EX32 7HB

Thank you for being so friendly and helpful when we visited your school recently. I should like to thank in particular those of you who came to speak with us. I would also like to thank those of you who completed the pupil questionnaire. Most of you enjoy school and believe it does a good job. The inspection team judges your school to be a good school. There are a number of things that it does well. These are the strengths.

- The good progress you make in reading, writing and mathematics because teachers advise you well in lessons.
- The good behaviour we saw from you in lessons, which is really helping your learning, and how polite and sensible you were around school. You told us that those who find behaving well more difficult are given good support.
- The good care you receive from all staff including those of you who may have particular needs.
- The interesting curriculum provided for you.
- The help you are given in small groups or when you are given guidance on your own.

I particularly enjoyed the Key Stage 1 singing assembly it was very tuneful and joyful keep it up!

These are the important things we have asked your headteacher, teachers and governors to do in order to improve your school further.

- Continue improving the standard of your work, especially for those of you who are ready to move on further in your learning. Teachers can do this by challenging you with questions and activities and by giving you enough time to reflect fully on your replies.
- Make sure that teachers help children, especially boys, make good progress with their speaking, listening, reading and writing during their time in the Reception class.

We wish you every success in the future.

Yours sincerely

David Townsend

Her Majestys Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.