

# Yeo Valley Primary School

## Inspection report

---

<b>Unique Reference Number</b>	113178
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338115
<b>Inspection dates</b>	18–19 November 2009
<b>Reporting inspector</b>	Jeffery Plumb

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.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	249
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Greenslade
<b>Headteacher</b>	Janet Reid
<b>Date of previous school inspection</b>	3 October 2006
<b>School address</b>	Derby Road Barnstaple Devon EX32 7HB
<b>Telephone number</b>	01271 375429
<b>Fax number</b>	01271 325214
<b>Email address</b>	admin@yeo-valley-primary.devon.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	18–19 November 2009
<b>Inspection number</b>	338115

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

---

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 rates 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 08456 404045, or email [enquiries@ofsted.gov.uk](mailto: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.

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

T: 08456 404045

Textphone: 0161 618 8524

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

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons, and held meetings with the chair of the governing body, pupils and staff. They observed the school's work and looked at a wide range of evidence, including data on pupils' progress, attendance data, curriculum planning, safeguarding policies and procedures, risk assessments, the school's action plans to promote community cohesion, the school's improvement plan. They also considered two case studies of vulnerable pupils and 72 parent questionnaires.

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

- the quality of provision in the Early Years Foundation Stage
- pupils' achievement and standards in writing across the school
- the impact of persistent non-attendance and poor attendance by a small number of pupils on their academic achievement
- the quality of teaching and learning across the school
- the effectiveness of the governing body.

## Information about the school

Yeo Valley is a slightly above average sized primary school. Children in the Early Years Foundation Stage are taught in the Nursery and Reception classes. 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 statements of special educational needs is double the national average. The proportion of pupils eligible for free school meals is well above the national average. The majority of pupils are White British and the proportion of pupils at an early stage of learning English is below the national average. Pupil mobility is a very significant challenge for the school with very high numbers of pupils coming to and leaving the school at different points during their primary school years. There are a few looked after children

**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?**

**4**

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

**3**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the progress made by children in the Early Years Foundation Stage.

Children's progress in the Early Years Foundation Stage is inadequate particularly in communication, language and literacy skills and in mathematical development. Planning to ensure that all of the areas of learning are covered sufficiently lacks depth. Planned activities are not sufficiently matched to the children's needs or interests and questioning is not used well enough to develop children's speaking and listening skills.

Senior leaders have a satisfactory understanding of the school's strengths and weaknesses. However, the monitoring of the Early Years Foundation Stage provision is very weak. As a result of staffing issues, the headteacher spent a significant amount of her time in the last school year teaching Year 6 and consequently could not focus sharply enough on what was happening in the Early Years Foundation Stage. The governing body, although very supportive, does not ask sufficiently challenging questions about what is happening in the Nursery and Reception classes.

There is a satisfactory capacity for sustained improvement. The headteacher has shown steely resilience in tackling pockets of inadequate teaching throughout the school. The quality of teaching in Years 5 and 6 is now consistently good, with some being outstanding. Consequently, standards are rising. Standards reached by pupils at the end of Year 6, although low, have risen for the past three years, since the headteacher took up post. In the unvalidated national test results in 2009, Year 6 pupils reached the expected levels of attainment in mathematics and science, but below the expected level in English because of their weak writing skills. Standards in writing across the school are very low, but due to recent decisive and innovative actions taken by the leadership team they are beginning to rise in Years 4 to 6. Although the rate of progress by end of Year 6 is beginning to accelerate it is not yet sufficient in all years to overcome the very low starting point at Year 1 and so achievement is inadequate. Although there is some good teaching in the school, inconsistencies in teaching across the school remain. The progress in learning for groups of pupils, for example pupils who have special educational needs and/or disabilities, is not always good enough in lessons. A number of effective measures have been put in place to support this group of pupils. For example, in a tailored programme delivered by a teaching assistant, pupils with emotional and behavioural difficulties have gained in confidence and self-esteem to enable them to

**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

acquire the necessary learning skills. As one pupil commented, reflecting the views of the majority, 'I used to hate school but now I can cope in class and know I can ask for time out'. They are also well supported through a range of suitable withdrawal intervention programmes. However, this progress is sometimes not sustained when pupils return to their classes because assessment data is not always used consistently enough to plan work to meet their needs.

Aspects of care are very strong. Very good partnerships between the school and a wide range of external agencies provide significant benefits for pupils. There is exceptionally effective coordinated working between therapists and educational staff. For example, a teaching assistant delivers an occupational therapy programme with a group of pupils who find it difficult to hold a pencil and consequently struggle with writing at speed. These pupils have made outstanding progress with their handwriting and are proud of their achievements. The school has successfully encouraged the vast majority of pupils to adopt a safe and healthy lifestyle. The programme to tackle obesity is delivered with sensitivity and dignity and is of enormous benefit for the targeted pupils on the programme. Following a thorough review of the curriculum for Years 3 to 6, steered by the deputy headteacher, there is an imaginative, innovative and exciting programme tailored to pupils' needs, but its implementation is at too early a stage to evaluate its impact.

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

- Improve the provision in the Early Years Foundation Stage and accelerate children's learning by:
  - ensuring all activities are matched to the needs of the children
  - using regular and frequent assessments to plan activities to accelerate children's learning
  - ensuring planning covers all of the areas of learning in depth
  - ensuring adults use questions effectively and consistently to extend children's speaking and listening skills
  - making greater use of the children's interests to raise their achievement
  - ensuring provision is regularly monitored and improvements are made.
- Raise achievement and standards in writing, particularly in Years 1 to 3, by ensuring that strategies recently put in place to do so are firmly embedded.
- Improve the quality of teaching by sharing the best practice in the use of assessment information to plan learning activities that meet the needs of all groups of pupils.
- Extend the governing body's knowledge of how to monitor and challenge the school's performance.

**Outcomes for individuals and groups of pupils**

**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' attainment by the end of Year 6 is improving, but is still low overall. From very low starting points when they enter the school, pupils make inadequate progress initially and as a result enter Year 1 with skills that remain very low. From Year 1 to Year 6 pupils make satisfactory progress, although the pattern of progress across these years is not consistent. The rate of progress made overall in Years 1 and 2 is beginning to rise and is broadly satisfactory. In Years 5 and 6, pupils' progress in learning in lessons is now consistently good and in some lessons it is outstanding, resulting in improving standards. However, elsewhere in the school pupils do not always make sufficient gains in their learning to overcome the low attainment at the end of Year 2 because the work they are given is not consistently well matched to their needs.

Attendance is satisfactory and improving. However, persistent absence by a small proportion of pupils has an adverse impact on their learning and they underachieve. The vast majority of pupils enjoy coming to school and are proud to belong to the school. Behaviour is satisfactory and is improving as a result of the strategies for behaviour support put in place. However, on the rare occasions when pupils are kept sitting for too long on the carpet in lessons they become too passive and do not sufficiently engage with the content of the lesson. A little silly and unacceptable behaviour occurs during the pupils' break times. Through the school council, pupils make a valuable contribution to the school community. Pupils also contribute to the school community through their Eco club and they are very proud of how they keep their playground areas spic and span. Pupils are keen to raise funds for children throughout the world who are less fortunate than themselves. Their fund raising activities for a school in Uganda are superb. Activities, such as working in the school library and involvement in running a healthy tuck shop, equip them with the skills required for the world of work. Race relations are good and pupils show respect for each other's faiths and traditions. Pupils' spiritual, moral, social and cultural development is good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</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.

<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>2</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>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

There are inconsistencies in the quality of teaching across the school, which varies from outstanding to inadequate. The most consistently good or better teaching is in Years 5 and 6. In these lessons, pupils make rapid gains in learning. For example in an outstanding Year 6 music lesson, pupils enhanced their percussion skills in an atmosphere which bubbled with enjoyment and excitement. Weaker teaching is associated with weak planning that does not meet the needs of all learners. Teachers' use of assessment data to plan activities to accelerate pupils' learning is inconsistent. The quality of teaching in the Early Years Foundation Stage is inadequate.

The curriculum for Years 3 to 6 has recently been revised to give a greater focus on practical and creative activities. For example, specialist music provision has been very successful in this area. Nevertheless, the school acknowledges that more needs to be done to improve the curriculum from the Early Years Foundation Stage to Key Stage 1 and to embed these ideas across the whole school. The local food programme makes a valuable contribution in encouraging pupils to adopt a healthy lifestyle.

The school successfully provides a nurturing, caring and supporting environment for pupils to learn. Effective planning and collaborative working between the school's staff and a wide range of agencies benefits vulnerable pupils. Behaviour support for pupils with challenging behaviours is good and the vast majority of pupils with emotional and behavioural difficulties begin to engage with learning. Targeted work with the education welfare service has begun to improve attendance across the school, but a very small number of pupils continue to have a persistent absence pattern. Work with families is a strong feature and there is a vision and a plan to extend this work further. There are effective workshops and parent drop in sessions to support parents and carers in helping their children to learn. Induction procedures for pupils and their families are good and pupils are given good quality support when they move on to secondary school.

*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>4</b>
	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>

**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

<b>The effectiveness of care, guidance and support</b>	<b>2</b>
--	----------

## How effective are leadership and management?

The senior leadership team has a shared vision, which focuses on removing barriers to learning for pupils with special educational needs and/or disabilities and raising pupils' achievement throughout the school. However, the leadership and management of the Early Years Foundation Stage are inadequate. The amount and quality of monitoring of teaching and learning in this area of the school are poor. Governors are supportive but have insufficiently challenged the headteacher about the quality of provision in the Early Years Foundation Stage. The leadership and management of provision in Key Stages 1 and 2 are satisfactory and improving. Recent innovative planning has been launched by the Key Stage 1 and Key Stage 2 managers, but the inspection occurred too early after these launches to fully evaluate their impact on raising pupil achievement. The monitoring of teaching and learning throughout Years 1 to 6 is good and over a three-year period the headteacher has taken decisive action to much reduce inadequate teaching within these year groups.

There are effective management systems and procedures to ensure that pupils are safe and secure. At the time of the inspection, child protection procedures met government requirements. Risk assessments, including of pupil behaviour as required, are thorough and detailed.

Equality of opportunity lies at the heart of this school. Every effort is made throughout Key Stages 1 and 2 to fully include pupils with a wide range of special educational needs and/or disabilities in all aspects of the school's life and the traditions and beliefs of minority ethnic pupils are celebrated and valued. Racial harmony is a strong feature of the school. However, current children in the Early Years Foundation Stage, including those with special educational needs and/or disabilities, do not do as well as pupils throughout the rest of the school. Community cohesion is satisfactory. Based on a thorough audit there is an appropriate set of action plans. The school can demonstrate the impact of its actions in the local community, but developments in the national and global contexts are at an earlier stage. There has not yet been an evaluation of the impact of planning to promote community cohesion on outcomes for the school's community.

*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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>



**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

<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>4</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>4</b>

## Early Years Foundation Stage

Children make inadequate progress in all of the areas for learning in the Early Years Foundation Stage. Their development of communication, language and literacy and mathematical skills is particularly weak. Adults miss too many opportunities to develop children's skills in these areas of learning. For example, during an adult-led counting activity using balloons with a small group of children other children wanted to join in, but they were not allowed to do so. Outside, a problem-solving activity was set up for the children, but as children came and went from the activity adults missed opportunities to develop their language and mathematical skills. Children are not encouraged sufficiently to talk about their work and adults too often do not use follow-up questions to extend children's thinking. On the few occasions where an adult uses questions effectively, for example during the adult-led den activity using colourful lights, the children respond well, show curiosity and their speaking skills are accelerated. Too few opportunities are provided outdoors to develop children's early writing skills. Opportunities to develop the children's creativity and imagination are frequently missed. Adults do not make sufficient immediate assessments of the children to realign their practice to accelerate children's learning. In the best practice, detailed observations of what the children were doing during an adult-led den activity with lights were used immediately to extend the children's speaking and mathematical skills. Conversely, outdoors as a few children played in the water tray, opportunities were missed to develop their language skills and to encourage them to learn about capacity through a similar activity.

Leadership and management of the Early Years Foundation Stage are inadequate. Planning and assessment procedures are weak. Monitoring of provision, particularly of the quality of teaching and learning, is very weak. However, relationships with parents are positive and effective policies and procedures are in place to ensure that children are safe and secure.

**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*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

## Views of parents and carers

The vast majority of parents and carers who completed the questionnaire are satisfied overall with the provision the school makes for their children, except for the fact that a few expressed a concern about pupil behaviour. During the inspection the inspection team found that behaviour is satisfactory, but that there are a few instances of silly and unacceptable behaviour at playtimes. Inspectors also found that the school works very effectively with a wide range of support agencies and parents/carers to support pupils with difficult behaviours linked to their special educational needs and/or disabilities.

## 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 249 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	63	25	35	1	1	1	1
The school keeps my child safe	46	64	24	33	2	3	0	0
The school informs me about my child's progress	34	47	38	53	0	0	0	0
My child is making enough progress at this school	40	56	29	40	2	3	0	0
The teaching is good at this school	43	60	28	39	0	0	1	1
The school helps me to support my child's learning	36	50	35	49	1	1	0	0
The school helps my child to have a healthy lifestyle	40	56	32	44	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)	35	49	32	44	1	1	0	0
The school meets my child's particular needs	38	53	33	46	1	1	0	0
The school deals effectively with unacceptable behaviour	30	42	30	42	9	12	2	3
The school takes account of my suggestions and concerns	31	43	33	46	7	10	0	0
The school is led and managed effectively	38	53	30	42	2	3	2	3
Overall, I am happy with my child's experience at this school	43	60	27	38	1	1	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.**



20 November 2009

Dear Pupils

Inspection of Yeo Valley Primary School, Barnstaple EX32 7HB

We really enjoyed our recent visit to your school. We think that your school is a caring school and are delighted that the vast majority of you enjoy coming to school, but some improvements are needed. Thanks to those of you who took the time to talk with us about your work and life at school. We found you to be very polite and helpful.

Here are the positive things we found:

- standards in Year 6 are rising and those of you in Years 5 and 6 make good progress because of the good teaching you receive
- you are cared for and looked after well
- you respond very well to what the school does to support you in adopting a safe and healthy lifestyle
- the school works well with your parents and carers
- your teaching assistants are very helpful, especially when they work in small groups with those of you who struggle with your reading and writing.

However, we think that your school is in need of some improvements. Here are the things we have asked your headteacher and her team of teachers to make better for you:

- make the provision in the Nursery and Reception classes more interesting, enjoyable and challenging for you
- improve your writing skills
- make sure that all teachers make very good use of what they know about what you can do, to plan to help you learn even better
- to make sure that the governors check up very carefully on how well you do.

Please help by always trying your hardest and making sure that you attend school regularly and on time. Thank you once again for your help during the inspection.

Yours sincerely

Jeffery Plumb

Lead 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](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**