

Yattendon School

Oakwood Road, Horley, Surrey, RH6 7BZ

Inspection dates 27–28 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and his deputy are the driving force behind the school's continuing improvement. They have built a strong team of teachers and other staff who have ensured that attainment in English and mathematics is on an upward trajectory.
- Over time, rates of progress have continued to rise so that currently all pupils in Year 6 are expected to do well in English and mathematics at the end of Key Stage 2.
- The rate of progress of pupils with disabilities and/or special education needs is improving rapidly and is now good.
- The way subjects are taught is exciting, with many opportunities for pupils to practise reading and writing in other subjects other than English.
- Parents and carers make an exceptional contribution to the behaviour and learning of their children.
- Pupils' behaviour is exemplary because of the active role they play in ensuring that behaviour around the school is exceptional and attitudes to learning in lessons are outstanding.
- Support staff work well with pupils in need of additional help and are playing an important role in improving standards.
- The governing body holds the school well to account for its performance and its management of the finances.

It is not yet an outstanding school because

- A few pupils eligible for the pupil premium funding who are on free school meals are not doing quite as well as other pupils.
- Leaders do not check one-to-one and small group teaching often enough to ensure that they help pupils to make as much progress as they should.
- Pupils are not always given enough opportunities to work without the teacher's help so that they can build up skills that will help them in their next steps of education.

Information about this inspection

- Inspectors observed 19 lessons, 13 of which were joint observations with senior leaders. In addition, the inspection team made short visits to other lessons, looked at pupils’ work and heard them read.
- Meetings were held with staff, pupils and governors, including the Chair of the Governing Body, the Vice Chair, a parent governor, and a representative from the local authority.
- Inspectors took account of the 101 responses to the online questionnaire (Parent View) as well as two interviews with parents and carers and 28 questionnaires completed by staff.
- The inspection team scrutinised a range of documentation, including nationally published data and the school’s own data, the school’s self-evaluation, improvement plans, safeguarding policies and records and documents relating to performance management.

Inspection team

Justina Ilochi , Lead inspector

Additional Inspector

John Viner

Additional Inspector

Barbara Carr

Additional Inspector

Full report

Information about this school

- This is an above average-sized junior school.
- The great majority of pupils are from White British heritage. The proportions of pupils from minority ethnic backgrounds or who speak English as an additional language are below the national average.
- Since the last inspection, the school has experienced major changes. The headteacher and deputy headteacher were appointed in 2010 and more than half of the teachers are new in post. The Chair of Governors and Vice Chair took up post in 2010 and all members of the governing body except two are new.
- The number of pupils known to be eligible for additional funding through the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families) is below the national average.
- The proportions of disabled pupils and those who have special educational needs supported through school action, and those supported at school action plus, or who have a statement of special educational needs, are broadly average compared to national figures.
- The school meets the current government's floor standards, which set the minimum expectations for attainment and progress.
- The school does not make use of alternative provision.

What does the school need to do to improve further?

- Increase the rates of progress for pupils eligible for pupil premium funding being in receipt of free school meals by ensuring that:
 - teachers keep a constant check on pupils' understanding during lessons, giving instant feedback where necessary
 - teachers' marking of pupils' work enables pupils to know how well they are doing and their next steps.
- Increase the opportunities for pupils to work without teachers help to develop investigation skills that will help them in their next stage in education.
- Ensure that one-to-one and small group teaching in place for pupils who need additional help are checked frequently to make sure pupils make good progress.

Inspection judgements

The achievement of pupils is good

- Pupils' attainment on entry into the school, based on Key Stage 1 results and the schools' data, is broadly average in English and mathematics. Almost all pupils are doing well and attainment in Key Stage 2 is improving fast in reading, writing and mathematics.
- Pupils' progress throughout the school has improved rapidly since the last inspection. All pupils in Year 6 are in line to reach or exceed nationally expected rates of progress in English and mathematics.
- The school's data show that pupils are now making good progress in mathematics, an area for improvement from the previous inspection. This improving picture directly reflects the better quality of teaching of mathematics, resulting from well-directed training for all staff.
- The school promotes equality of opportunities really well. There is an improving picture of progress for disabled pupils and those with special educational needs, many of whom have reached broadly average standards in the last year. This is because the school has identified these pupils' needs more accurately and has provided additional help and guidance that is at the right level for them. However, these groups are not always monitored sufficiently well to ensure that all pupils are doing as well as they should.
- School records show that the progress of more able pupils has accelerated rapidly towards the highest levels, especially in Year 6.
- Average point scores data indicate that the progress of pupils eligible for the pupil premium funding in English and mathematics is not as rapid as that of other groups, but gaps compared to previous years are narrowing. This is because although funding in the last year has been rightly spent on additional one-to-one and small group activities arranged in English and mathematics, some of these activities have not been effective enough to help them catch up well. Senior leaders and governors are addressing this and action plans are in place to ensure regular reviews of these programmes.

The quality of teaching is good

- All teaching throughout the school is good, with examples of outstanding practice in all year groups. The school has worked hard to remove any inadequate teaching.
- Teachers have high expectations. These expectations are reflected in carefully planned lessons that ensure that pupils are able to reinforce previous learning and build on their knowledge and skills. For example, in an outstanding mathematics lesson in Year 4, pupils understood that a systematic approach to solving problems meant working in order.
- In the best lessons, teachers listen to and skilfully question pupils to check how well they are doing. Other adults provide well-judged support for pupils who are less confident to bring them up to the level of the others. However, in the few lessons that required improvement, pupils were not always given enough opportunities to think carefully and find out things for themselves so chances were missed to develop investigative skills.
- Adults who support pupils in need of additional help, including those who are identified as having special educational needs, make a strong contribution to rising standards in mathematics and English because they are briefed well on how to get the best out of pupils in their charge. In an outstanding phonics (letters and the sounds that they make) lesson in Year 3, the teacher's planning ensured that extra adults worked exceptionally well with more able groups while the teacher coached and guided a less able group; consequently, all groups made outstanding progress.
- Pupils benefit from a range of subjects that are taught well. They read widely and enjoy talking about books they have read.
- Teachers plan lessons that are exciting and engage pupils' attention so they concentrate intensely, behave well and work hard. In particular, they collaborate well and can test their ideas

out with one another. However, in some lessons teachers are not checking the understanding of pupils frequently enough so, as a result, a few pupils eligible for pupil premium funding (on free school meals) fall behind others.

- The teaching of writing has improved over the last three years. Teachers and other adults make sure that pupils are clear about what they are expected to learn and they use every opportunity to encourage pupils to write. In a mathematics lesson on probability in Year 6, pupils were encouraged to write a paragraph explaining their thinking.
- Marking is of a good quality and almost all pupils are provided with individual guidance on how to improve their work on a regular basis in English and mathematics. However, sometimes comments in pupils' books do not enable pupils to know how well they are doing and their next steps.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around the school is exceptional. Pupils say they are happy and feel safe at school. They act responsibly in the play areas and are very helpful to one another.
- Pupils' attitudes to learning are exemplary and play a significant part in their good achievement. They are keen to be involved in their own learning by answering questions and sharing their knowledge and understanding with others.
- Staff manage pupils' behaviour exceptionally well. They use a common system which discourages discrimination and rewards pupils who try hard to produce their best efforts. Consequently, all pupils, including the most vulnerable, feel safe because bullying incidents, on the very few occasions when they occur, are dealt with exceptionally well.
- Pupils have excellent social skills. They are confident speakers when conversing with adults and other pupils. They get on well together and work constructively in groups. Pupils are extremely respectful of each other and this contributes to their good learning.
- Pupils feel safe in the school. Parents and carers, as well as staff, have confirmed this. They take responsibility for their own and others' safety. They know right from wrong and often correct each other. They are fully aware of all forms of bullying, including e-bullying.
- Pupils enjoy school and, as a result, their attendance has been consistently above average for the last three years.

The leadership and management are good

- The headteacher is ambitious for the school. He knows what he wants to achieve and, with his deputy, he has developed a strong team of teachers and other staff behind him. He has introduced better ways of checking the skills and understanding of pupils when they start at the school in Year 3 and this has improved teaching and learning in the school.
- Middle leaders, such as those responsible for coordinating English and mathematics across the school, have been instrumental in supporting the headteacher with this work. They have worked as a team to plan improvements to the curriculum so that teaching is at the right level for pupils.
- Teaching is consistently good, as a direct consequence of frequent checking of the quality of teaching to ensure that it is sharply focused on how teachers can improve classroom practice. This has directly contributed to the much-needed rise in standards in mathematics throughout the school.
- Governors have ensured that systems for managing the performance of staff are rigorous and appropriately tied in to the monitoring of teaching quality and pupil progress.
- The school has a strong policy for developing literacy and communication. This is demonstrated in the good progress which almost all pupils make in English. Pupils' reading and writing is rapidly improving as a result of opportunities for pupils to read and write in subjects other than

English.

- The new senior leadership team and governors have worked very hard in the last two years to engage with parents and carers and involve them in the learning and behaviour of their children. As a result, parents and carers feel listened to and respond well to surveys requesting their opinion. This has led to pupils' exceptional behaviour in school.
 - The way subjects and topics are taught is exciting and interesting for all pupils. This actively contributes to pupils' spiritual, moral, social and cultural awareness. There is a strong emphasis on moral and social education, which is evident in all aspects of school life. Pupils are also encouraged through the House System to learn about a wide range of cultures and faiths as well as their own.
 - Safeguarding meets current statutory requirements.
 - Since the last inspection, the local authority has worked closely with the school to provide additional help and guidance in the moderation of test results, checking of the quality of teaching and the training of governors and staff.
 - **The governance of the school:**
 - The governing body receives regular comprehensive evaluations of the school's performance and knows how the school's performance data compare with achievement nationally. Members of the governing body undertake relevant training so as to keep the school continuously under review. Governors know what the school is doing well and where it could do better because they are fully involved in checking the school's effectiveness. Governors keep a close eye on how well the additional pupil premium funding is being used and know where it is making a difference. They know, for instance, that not all actions on behalf of pupils eligible for free school meals are leading to improved progress. Members of the governing body working through focused committees hold the school to account for pupil progress. They have effectively ensured that the school's self-evaluation, planned actions and staff performance are linked to staff training and they hold the school to account for any underperformance. The governing body has developed strong links with parents to find out their views about the school, and fulfils all of its statutory duties, including those relating to safeguarding. The governing body holds the school to account for managing its finances and pay is closely aligned to teachers' performance. It has encouraged the reward of teachers based on pupil progress.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125289
Local authority	Surrey
Inspection number	402325
Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair	Sarah McHardie
Headteacher	Dave Cole
Date of previous school inspection	2–3 February 2010
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