

Yattendon School

Inspection report

Unique Reference Number	125289
Local Authority	Surrey
Inspection number	340757
Inspection dates	2–3 February 2010
Reporting inspector	Joy Considine

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair	Mrs Susan Hunter
Headteacher	Mr Chris Bennett
Date of previous school inspection	0 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The proportion of time spent looking at learning was 60%. The number of lessons observed was 17 and 12 teachers were seen. The inspection team observed the school's work, and looked at the school improvement plan, minutes from governor meetings and other relevant documentation related to the work of the school. It met with staff, governors and pupils and analysed the results of 101 parents' questionnaires.

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

- pupils' attainment and achievement in mathematics and the differences between English and mathematics
- the impact of teaching and the curriculum on attainment and achievement, especially in mathematics
- the effectiveness of leadership and management on raising achievement for all groups of pupils
- how well the school promotes community cohesion.

Information about the school

The school is much larger than most primary schools. The proportion of pupils entitled to free school meals is much lower than usual. The proportion of pupils who are from minority ethnic groups and those who speak English as an additional language is low. The proportion of pupils who have special educational needs and/or disabilities is broadly average. Most of these pupils have moderate learning difficulties. The school has achieved Activemark and Healthy Schools Award.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for pupils. Pupils enjoy coming to school and they feel safe and well cared for. Pupils behave well in and around the school and their attitudes to learning are positive. They are mature and caring towards each other and this is shown in the way they help each other during lessons. They have a good understanding of right and wrong and respond well to the responsibilities they are given in and around the school. They make healthy choices at meal times and this was reflected in the long queue for the salad bar at lunchtimes. They appreciate the wide range of extra-curricular activities and participate enthusiastically in the many physical activities provided for them. Pupils take an active role within the community through the local schools' partnership. Their attainment is above average overall, although pupils do better in English and science than in mathematics. The quality of teaching varies between classes and year groups and this leads to inconsistent rates of progress. For example, progress in mathematics is too slow in Years 3 and 4. This is because teachers do not make sufficiently rigorous use of assessment information to plan tasks that match the needs and capabilities of all groups of pupils.

In the better lessons, teachers use imaginative methods to capture pupils' interest and plan activities that challenge pupils and promote good learning. The school provides a broad and balanced curriculum with opportunities for pupils to apply their literacy and information and communication technology (ICT) skills when studying themes. The whole-school overview of how mathematics and science are taught does not give a clear enough picture of how progression in knowledge and skills is assured in the long term. The school's good procedures to care for pupils are enhanced by its close cooperation with external agencies, particularly in supporting pupils whose circumstances have made them vulnerable.

School leaders work closely together as a team. They are part of a local schools' partnership which enhances provision for pupils. Senior leaders have taken appropriate action to bring about improvement but they do not always evaluate the impact of their work with sufficient rigour, for example through sampling pupils' work. Issues from the last inspection have been addressed. Provision for ICT is now good and pupils have more responsibilities in and around the school. The school knows its strengths and areas for improvement and has a satisfactory capacity to improve. For example, senior leaders have identified the need to accelerate progress for pupils in mathematics and are implementing plans to address identified weaknesses.

What does the school need to do to improve further?

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- Raise achievement in mathematics by:
 - making more rigorous use of assessment information to plan work which is better matched to the learning needs of all pupils
 - providing pupils with greater challenge in lessons in order to accelerate their progress, particularly in Years 3 and 4.
- Improve long-term planning for mathematics and science by:
 - clarifying how specific skills and knowledge build on each other so that pupils can make more progress in these subjects.
- Implement more robust procedures for monitoring and evaluating the impact of the school's work by:
 - regularly sampling pupils' work
 - analysing assessment information more frequently.

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

Although overall attainment is above average in Year 6, pupils' achievement is satisfactory because there are variations in the quality of learning and the progress pupils make in different parts of the school and between subjects. The implementation of new approaches to teaching writing is successfully improving pupils' skills, raising their attainment and increasing their enjoyment in lessons. Progress in mathematics is inconsistent because, in a minority of lessons, teachers' expectations are not high enough and they plan work that is too easy for many pupils. This restricts the progress they are able to make, particularly in the lower school. Although attainment in science is above average by Year 6, progress is erratic because of variations in teaching quality between different parts of the school. A number of pupils do not take enough pride in their work and there are weaknesses in handwriting and presentation in some pupils' books. Pupils with special educational needs and/or disabilities make good progress because their work is planned carefully to meet their needs and they are given good support.

Pupils say there is very little bullying and that behaviour is generally good. Any minor incidents that occur from time to time are quickly dealt with by adults. Pupils behave well in those lessons where they are challenged to work hard, but occasionally become fidgety and lose attention when activities are not sufficiently engaging. Their commitment to leading healthy lifestyles has been recognised through the Healthy Schools and Activemark awards. The school council worked with councils from other local schools to plan a literacy festival in which pupils from all schools took part.

These are the grades for pupils' outcomes

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

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils have worthwhile opportunities to explore a wide range of personal and social issues which contribute to the good relationships that can be seen in lessons. Most pupils enjoy their lessons because teachers make meaningful links between subjects, which makes learning interesting. For example, there were some striking displays of pupils' art work, based on the designs of William Morris, which they created as part of their learning about the Victorians. There are good opportunities for pupils to discuss and share their ideas in lessons, but sometimes the activities they are given are too easy and this leads to some restless behaviour. In the successful lessons, teachers monitor pupils' learning and adjust their teaching accordingly, but this good practice is inconsistent across the school. In literacy, some teachers mark pupils' work thoroughly and they provide plenty of support and guidance to show pupils what they have done well and what they need to learn next. Marking in mathematics and science lacks rigour and examples of untidy work are uncorrected.

The curriculum is enriched by a wide variety of activities. For example, professional sports coaches provide valuable expertise to support the physical education curriculum. Arrangements for child protection are secure and the school works very closely in partnership with external agencies to provide support for vulnerable pupils and their families. The school has developed strong links with other local schools which provide good support for pupils when they move from infant to junior and then to secondary school. One parent wrote, 'Transitions from infant to junior school have been smooth and well thought through.' There are effective arrangements for looking after pupils who are sick or injured and secure procedures to ensure the safe administration of

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medicines.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school's vision 'to celebrate childhood' reflects its priorities to meet the requirements of Every Child Matters. This underpins the commitment of staff and governors to promoting equality of opportunity for all pupils. Differences in pupils' rates of progress indicate that this has yet to be fully effective. The headteacher leads a committed team of teachers who work hard to provide experiences for pupils to meet their needs. Staff work together to review school improvement priorities and to establish new actions for improvement. The subject leader for mathematics has an individual action plan to raise attainment in the subject, but this lacks clarity about how improvement will be brought about. Leaders monitor the work of the school but their actions are not always sufficiently rigorous to identify weaknesses at an early enough stage. Governors know the school well and meet all statutory responsibilities but they do not always challenge school leaders enough to drive improvement. The school has good procedures for ensuring pupils' health, welfare and safety. The school has taken appropriate steps to promote community cohesion and is doing this well at a local level. It is now seeking to extend its work within national and global contexts. For example, school leaders have recently developed links with a school in Zambia.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3

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The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Overall parents are supportive of the school and feel that their child is happy and safe. A small minority of parents raised concerns about the behaviour of pupils in school and the way in which it is managed. During the inspection, the behaviour of pupils was good and inspectors found no evidence that this is a concern. A few parents felt that their child was not making enough progress. Evidence from inspection did indicate that not all pupils are making as much progress as they might, particularly in mathematics. Additionally, a very small minority of parents felt that communications between the school and parents could be improved. Inspectors brought this to the attention of senior leaders who are already putting procedures into place to communicate more effectively with parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yattendon 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 378 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	34	59	58	7	7	1	1
The school keeps my child safe	40	40	59	58	2	2	0	0
The school informs me about my child's progress	28	28	56	55	15	15	2	2
My child is making enough progress at this school	23	23	56	55	15	15	4	4
The teaching is good at this school	31	31	62	61	8	8	0	0
The school helps me to support my child's learning	27	27	45	45	21	21	5	5
The school helps my child to have a healthy lifestyle	32	32	62	61	5	5	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)	23	23	60	59	7	7	4	4
The school meets my child's particular needs	23	23	59	58	16	16	1	1
The school deals effectively with unacceptable behaviour	18	18	59	58	17	17	5	5
The school takes account of my suggestions and concerns	21	21	55	56	14	14	2	2
The school is led and managed effectively	26	26	61	60	9	9	2	2
Overall, I am happy with my child's experience at this school	33	33	56	55	10	10	2	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 February 2010

Dear Pupils

Inspection of Yattendon School, Horley, RH6 7BZ

Thank you for making me and my colleagues so welcome when we visited your school earlier this month. We enjoyed meeting you all and hearing what you had to say about your school. We know that most of you enjoy school and that you get on well together. We were particularly impressed with the way that many of you make healthy choices at lunchtimes by selecting salads from the salad bar. Your behaviour helps most lessons to run smoothly.

Your school is providing you with a satisfactory education. Your teachers plan some interesting activities for you during and after the school day. You make good progress in some lessons but do less well in others. This is because teachers do not always plan activities that challenge all of you and make you think and work hard.

We have asked the headteacher, staff and governors to:

- help you to make faster progress in mathematics by planning lessons which challenge you and make you work hard
- plan the curriculum more carefully to show exactly how the skills in each subject build on each other so that you can learn more effectively
- check the work you do in lessons regularly to make sure it is suitably challenging for you and that you are making enough progress from term to term.

Yours sincerely

Joy Considine

Lead inspector

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