

Yapton CofE Primary School

Inspection report

Unique Reference Number	126001
Local Authority	West Sussex
Inspection number	359986
Inspection dates	18–19 November 2010
Reporting inspector	Wendy Forbes

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	David Wells
Headteacher	Mary Ramacciotti
Date of previous school inspection	26 November 2007
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Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed and all 10 teachers were seen teach. Inspectors visited all classrooms on a learning walk to sample displays, behaviour, resources, and held meetings with the Chair of the Governing Body, staff and a group of pupils. Inspectors examined pupils' work and school documents, including improvement and action plans, safety records and assessment and tracking information. They analysed 85 questionnaires returned by parents and carers together with those completed by 139 pupils and 27 staff.

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

- The progress made, and standards achieved by pupils in English, particularly writing, and mathematics.
- How effectively teaching and the curriculum meet the needs of all learners, but particularly more-able pupils.
- The effectiveness of assessment strategies, marking and pupil tracking systems in raising achievement across the whole school.
- The effectiveness of leaders and managers in driving improvements, raising achievement and the progress made since the last inspection.

Information about the school

Yapton is an average-sized school. All year groups have single-aged classes including children taught in the Early Years Foundation Stage. Most pupils are White British with others representing a range of other ethnic groups. The proportion of pupils who speak English as an additional language is well below the national average. The proportion of pupils with special educational needs and/or disabilities is above average and includes those with significant speech and language difficulties. The school has improved its facilities since the previous inspection with the provision of an on-site purpose-built kitchen and dining-room due to open in 2011. There is also a privately run nursery on site which was not part of the school's inspection. The school has achieved a number of awards including Healthy Schools, Sing-Up (Silver) and International Schools.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Parents particularly value the outstanding level of care, guidance and support provided for their children. Questionnaires confirm parents' very positive views of, and excellent engagement with, the school. As one parent said 'we couldn't have a better environment...my child goes to school with a smile and comes home with a smile...' At the heart of this school is the drive and determination of the headteacher, very well supported by staff and governors to provide the best possible education. Pupils have an excellent understanding of how to stay safe, fit and healthy and make an exceptional contribution to both their school and wider community. Pupils' good behaviour and excellent relationships promote very positive attitudes to learning throughout the whole school community. Attendance has improved and effective systems are in place to promote it further.

Children start school with low levels of speech and language development. Consistently good, sometimes outstanding, teaching and a well-planned curriculum throughout the school are significant factors in ensuring most pupils, including those with special educational needs and/or disabilities and in the Early Years Foundation Stage, make good progress in their learning. Reception children enter Year 1 at the levels expected.

Since the last inspection attainment in mathematics has risen significantly and is now above average; this is the result of improvements in mathematics teaching, resourcing and staff development. However, pupils' attainment in English, particularly in writing, has not risen as much or as fast. This is because teachers do not always put their good lesson planning into practice, to ensure that pupils, particularly the most able, are actively involved or consistently challenged to do well in lesson activities. By the end of Year 6 pupils leave school with average attainment in writing, but above average in their reading and mathematics. Standards in many other subjects, including music, drama, art, and information and communication technology, are above national expectations.

Significant improvements in the use of target-setting help pupils to know and understand how well they are doing. Progress is tracked well, ensuring that appropriate support is in place for those identified as in danger of falling behind. The school has generally an accurate view of its strengths and weakness. Senior staff and curriculum leaders have a clear drive and ambition to improve attainment and progress further. As a result, improvements in writing can already be seen. These factors all indicate that the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Raise pupils' attainment in writing throughout the school to match the higher attainment in mathematics this coming academic year by:

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- ensuring that teachers give pupils more responsibility in lessons so that they are more active in their learning
- ensuring that all pupils, but particularly the more able, are consistently provided with tasks that are challenging and closely matched to their levels of ability
- further improve the quality of teaching so that a higher proportion is consistently outstanding.

Outcomes for individuals and groups of pupils

2

Pupils really enjoy school and their overall achievement is good. Lessons show that pupils continue to develop good learning habits and attitudes as they move through the school from Key Stage 1 to 2 and this helps them to make good progress. As one Year 5 pupil said, 'Our teacher always makes learning fun even when it's tricky...' In the majority of lessons, pupils listen attentively. However, in a few English lessons seen pupils do not always get the chance to share their ideas. Too much time is spent listening and the pace and challenge, particularly for the most able, is not as good. Consequently, these pupils do not achieve as much as they could. The school's data on progress and pupils' work show that a number of initiatives are helping to accelerate pupils' progress in English, such as writing prompts, spelling guides and pupils' individual learning targets. Intensive personalised support ensures that pupils with special educational needs and/or disabilities make equally good and sometimes outstanding progress. Overall good achievement and pupils' very positive attitudes to learning all help to ensure that they are well prepared for their secondary education and later life.

Pupils' good spiritual, moral, social and cultural development is seen in their friendships and sensitive support for each other. Behaviour is good and sometimes outstanding throughout the school, characterised by general helpfulness, courtesy and good manners. Pupils say that bullying is rare because, as one said, '...we don't have an annual anti-bullying week because every week is anti-bullying week'. Pupils say they feel extremely safe in school and know that teachers will help and support them with any worries they may have.

Pupils have an excellent understanding of healthy lifestyles. They enjoy the wide range of activities provided to help them keep and stay fit and the many opportunities provided to cook and eat their own produce grown in the school's vegetable garden. They make an excellent contribution to school life and the wider community by taking on a very wide range of responsibilities, for example as playtime buddies, Eco warriors and school councillors and by lobbying their local MP to support their campaign for the rights of all children to have an education.

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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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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?

Teachers make lessons stimulating and motivating, often using information and communication technology well to support this. In the best lessons, questioning challenges pupils well and extends their learning while assessing what they already know. For example, in an outstanding Year 5 mathematics lesson, skilled questioning enabled pupils to suggest many different ways of calculating the perimeter of both regular and irregular shapes. However, more-able pupils are not always challenged enough by the task set them, especially in writing. In these lessons pupils spend too long listening passively and are not actively engaged in developing their thinking and writing skills.

The good curriculum is enriched by an excellent range of activities and specialist teaching in French and music. Strengths of the curriculum, particularly in the arts curriculum, are reflected in the school's high quality music and drama performances. Visits and visitors make a strong contribution that motivates pupils to learn. Pupils spoke enthusiastically about the school's curriculum theme days waxing lyrical about the sheer delight of dressing up as a Greek, Roman, Tudor or even a Victorian to re-live what it was like during a period of history.

Pupils have individual learning targets for improvement and many are involved in the assessment of their own learning. Work is marked diligently and pupils say that this is helpful because it tells them how they can improve their work. Pastoral care is extremely strong. Exemplary induction and transition arrangements to and from the school ensure

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individual needs are addressed. Reception parents particularly appreciate the opportunities to 'stay and play' with their children, further strengthening the excellent home?school partnership. Support staff and the school's learning mentor provide well-tailored support for pupils with very specific needs which all help pupils to make equally good and sometimes outstanding progress in their learning.

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	1

How effective are leadership and management?

Senior staff and governors have high expectations for the school and a real commitment to ensuring continual improvement. The headteacher's very positive leadership and vision have been instrumental in creating an ambitious staff team, united in driving school improvement. Good quality systems are in place to monitor and evaluate the work of the school and there is an effective plan for further development. Classroom monitoring has already gone some way to further improve the quality of teaching. However, this has not yet ensured that standards are high enough in writing, nor that all pupils, particularly the most able, have reached their full potential. The school has made good progress towards identifying and establishing improvements, and to ensure that all pupils have equal opportunity to do as well as they can and any differences between groups of pupils are minimised.

The role of middle managers has improved since the last inspection. Key curriculum leaders work effectively together with senior leaders developing areas identified as weaker than others. This, together with the good use of pupil assessment data and monitoring information to set challenging targets, has brought about improvements, most significantly in mathematics. Exceptionally well-developed support systems within the school are complemented by a good range of partnerships with outside specialists to support the needs of vulnerable pupils. The school works very closely with parents and carers. Workshop evenings, helpful curriculum information and meetings with teachers are tailored well to meet their needs. As a result, parents and carers are strongly engaged with their children's learning and in the life of the school.

Governors work very closely and are very supportive of the school's work. They take their monitoring roles very seriously and provide constructive feedback following visits to the school. They challenge the school and are aware of areas of relative underperformance. The school has developed good provision for global development within its community cohesion policy. Links with the local and international communities, for example in Nepal, are very well developed and the development of pupils' understanding of schools and communities in Britain has made a good start. Measures for safeguarding pupils are good

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and all statutory requirements relating to child protection are well met. Prudent financial management and astute targeting of resources have ensured that the school gives good value for money.

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	1
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

Parents and carers value the good start children get to school. Strong links with the on-site pre-school ensures a smooth transition. Well-established routines help children to feel really secure and cared for. As a result of good provision they settle quickly and happily into the day-to-day routines of school life. The strong teamwork between teachers and teaching assistants ensures needs are met well and the provision for children's welfare is exemplary. As a result, children make good and sometimes outstanding progress in their personal, social and emotional development.

Good leadership and management and a very strong partnership with parents ensure that individual children's needs are quickly identified and appropriate support provided to help children achieve their potential. Day-to-day assessment of children's achievements is rigorous, with planning adapted to meet the needs of children as a result of good tracking and monitoring of progress. Because of the welcoming and purposeful learning environment provided children are happy and confident learners. A constant buzz of excitement generated as children explored and learned effectively through a good range of learning activities provided in Play Zones both indoors and outside. Children actively engaged in running the class 'Medical Centre' or preparing the school's garden for next year's crops. Much laughter could be heard as children re-invented the story of Jack and Jill as Jack slipped on a banana skin and Jill administered first aid. However, the free flow of some activities does not always provide children with sufficient opportunities to initiate or extend their own learning as part of their regular routine in order to promote

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independence. Teaching is good and sometimes outstanding, especially the teaching of letters and sounds. Because of the strengths in teaching, enhanced through a good curriculum and organisation, by the time children enter Year 1, most children meet and some exceed the expected levels for their age on entry to Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents or carers were overwhelmingly positive about the school and its impact on their child's learning and well-being. One typical example is 'The school has done a marvellous job ... and our children are so happy.' Overall parents' and carers' views reflect the inspection findings. However, a very small minority of parents and carers expressed concerns that their children were not sufficiently well prepared for secondary education or that the school did not always deal effectively with behaviour. A few were concerned about large class sizes. Inspectors judged pupils' behaviour as good and that the school was working hard to ensure that all pupils were well prepared for secondary education as well as trying to reduce class sizes. A very small number of parents expressed individual concerns about aspects of the school, but there was no pattern or trend.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yapton Church of England 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 85 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	55	65	30	35	0	0	0	0
The school keeps my child safe	51	60	31	36	2	2	0	0
My school informs me about my child's progress	37	44	45	53	3	4	0	0
My child is making enough progress at this school	46	54	36	42	3	4	0	0
The teaching is good at this school	46	54	37	44	2	2	0	0
The school helps me to support my child's learning	38	45	45	53	0	0	1	1
The school helps my child to have a healthy lifestyle	35	41	46	54	2	2	1	1
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)	36	42	37	44	5	6	0	0
The school meets my child's particular needs	35	41	48	56	0	0	1	1
The school deals effectively with unacceptable behaviour	34	40	44	52	4	5	0	0
The school takes account of my suggestions and concerns	29	34	45	53	4	5	2	2
The school is led and managed effectively	35	41	47	55	1	1	2	2
Overall, I am happy with my child's experience at this school	47	55	35	41	0	0	1	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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 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.



23 November 2010

Dear Pupils

Inspection of Yapton Church of England Primary School, Arundel BN18 0DU

Thank you all for the warm welcome you gave us when we visited your school recently. We really enjoyed meeting and talking to you all. Yapton is a good school. It has many good and some outstanding features and you are right to be proud of it. Here are some of the good and outstanding things we found out about it. You enjoy school and behave well in class. You make an outstanding contribution to your school and the wider community through the responsibilities you hold on the School Council, playground buddies and Eco Warriors and in your campaign to make sure all children have a right to an education.

You make good progress as you move through the school and your achievement is getting better all the time, especially in mathematics. By the time you leave at the end of Year 6 your attainment in English is similar to that in most other schools and higher in mathematics and reading. Your teachers and teaching assistants take really good care of you. They make sure everyone feels really safe and secure and that you have an excellent understanding of how to stay fit and healthy. They also give a lot of help and very good support to those who most need it which helps them to make equally better progress.

Your headteacher and all your other teachers know how to make sure that your school continues to get even better. To help them to do this, we have asked your school to do the following.

- Ensure that more of you, especially the most able, make faster progress in English, especially in writing by having more opportunities to share and develop your ideas in lessons
- Ensure that work is not too easy or too hard but at just the right level of challenge and make sure that you are able to learn more things on your own.
- Ensure more of you benefit from the extremely good teaching seen in some lessons.

I am sure that you will help them by always working hard and aiming really high in your work.

Yours sincerely

Wendy Forbes

Lead inspector

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