

Yatton Church of England Junior School

High Street, Yatton, Bristol, BS49 4HJ

Inspection dates 8–9 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In the most-recent national tests, pupils made less progress than they should in relation to their starting points.
- Teaching has not been consistently good enough to ensure that all pupils made the progress they were capable of. The legacy of underachievement has not been fully eradicated and gaps in attainment between different groups of pupils have not closed.
- The school's performance in national tests for English, grammar, punctuation and spelling was below average last year. These weaknesses have not been fully resolved and pupils do not apply these skills accurately in their writing.
- Expectations of how pupils should present their work are not high enough.
- The work provided for pupils, particularly for the most able, does not always take enough account of their prior learning. As a result, their rate of learning is slower than it should be.
- Pupils' progress in subjects other than English and mathematics is not rapid enough.
- Pupils do not always respond to teachers' comments in marking to improve their work.
- A small minority of parents does not have confidence in school leaders; communication with parents is not always effective.

The school has the following strengths

- The headteacher exhibits drive, determination, and high expectations for the school. She has developed a committed and cohesive staff team which is working together effectively and securing essential improvements quickly.
- Pupils' achievement and the quality of teaching are improving as a result of determined leadership and management.
- The pupils benefit greatly in spiritual, moral, social and cultural development from the highly inclusive nature of the school. They also benefit from good involvement in the local community.
- The pupils enjoy being at school and say they feel safe. This is because the school's work to keep pupils safe and secure is good. Parents agree.
- Pupils behave well. They enjoy being at school and are keen to learn. This is a direct result of the culture and the curriculum that the staff have established at the school.
- The relationships between the pupils and staff are good.
- Governors are increasingly effective. They are now rigorous in their approach, providing both support and challenge to hold the school to account for its performance.

Information about this inspection

- The inspectors observed teaching and learning in 21 lessons, of which three were observed jointly with the school leaders. In addition, the inspectors made a number of shorter visits to lessons.
- The inspectors held discussions with school leaders, staff, governors and a representative of the local authority.
- The inspectors observed the school's work and looked at documentation including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils reading and spoke with pupils about behaviour and the safety arrangements at the school.
- The views of 73 parents were analysed through the Parent View website. In addition, inspectors spoke with some parents.
- The views expressed by the 12 staff who responded to the staff questionnaire were also considered.

Inspection team

Michael Bartleman, Lead inspector	Additional Inspector
Anne Barrett	Additional Inspector
Gina Cooke	Additional Inspector

Full report

Information about this school

- Yatton Junior School is slightly larger than most other primary schools.
- The school shares a site with the village's infant school and children's centre.
- The school was federated with the infant school in April 2011. The executive headteacher is headteacher of both the infant school and the junior school. The two schools also share a bursar, members of the senior leadership team and a governing body.
- There have been changes in leadership roles since the last inspection. The deputy headteacher of the junior school was appointed as deputy headteacher of the federation in September 2014. An assistant headteacher was appointed at the same time.
- The vast majority of pupils are of White British heritage.
- One pupil in seven is supported by the pupil premium which provides additional funding for disadvantaged pupils. This is below the national average.
- One pupil in four is disabled or has special educational needs. This is above the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and an after school club each day.

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement so that it is consistently good or better by ensuring that:
 - all work set provides pupils with sufficient challenge, particularly for the most able, by taking full account of their prior learning
 - pupils respond to teachers' comments in marking to improve their work
 - teachers maintain high expectations of the presentation of pupils' work
 - learning in subjects other than mathematics and English moves on rapidly.
- Raise pupils' overall levels of attainment by:
 - increasing the proportions reaching the higher levels in reading and writing
 - improving pupils' standards of grammar, punctuation and spelling
 - raising the attainment of disadvantaged pupils, disabled pupils and those with special educational needs
 - closing further the gaps in attainment between disadvantaged pupils, disabled pupils and those with special educational needs and their classmates in reading, writing and mathematics.
- Work more closely with parents so that all parents understand the progress their children are making, the improvements at the school and how leaders respond to their concerns.

Inspection judgements

The leadership and management are good

- Leaders and managers, at all levels in the school, demonstrate enthusiasm, drive and a determination to improve the school; in particular, the drive and determination personified by the headteacher. She has established high expectations, ensured that there is a relentless focus on improving the quality of teaching, and secured the commitment of the whole staff. This is leading to improvements in teaching and the achievement of pupils.
- Thorough monitoring of the quality of teaching and the achievement of the pupils is linked closely with rigorous management of the staff's performance and extensive and carefully planned training. This process has been a cornerstone of, and driving force for, the improvements evident in teaching and pupils' achievements at the school.
- The staff ensure that the school is a harmonious community in which pupils get on well together. For example, pupils who have joined the school recently described to inspectors how easy it had been to settle in. They explained that this was because people are so friendly and respectful towards each other.
- Members of staff with responsibilities for aspects of the school's work are playing a full part in the work to improve the school and contributing increasingly to improvements in teaching
- The headteacher knows the strengths and weaknesses of the school well. The accurate self-evaluation informs a development plan which includes all the right priorities for the school. In the short time since federating with the infant school, the headteacher and senior leaders have shown that they have the capacity to improve the school further.
- Leaders and managers have used the pupil premium funding in a variety of appropriate ways that are helping to improve the achievement of disadvantaged pupils.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. It is embedded in the school's values, beliefs and subjects taught so that tolerance and other British values are promoted well. All pupils contribute to the life of the school and enjoy the wide range of activities on offer. Assemblies and displays around the school provide opportunities for pupils to reflect on and consider important values affecting pupils' rights and responsibilities.
- The curriculum is organised around various themes which provide good opportunities for improving pupils' reading, writing and mathematical skills. It enables the pupils to benefit from a broad range of lessons, activities and opportunities that capture their interest and help them to develop positive attitudes to learning and life. It is enriched through a range of educational visits and visitors to the school. The school further enhances pupils' experiences by providing 'learning college days' during which pupils decide on their areas of study, concerts and music tuition. Strong links with the village and local churches develop the community aspects of the school well.
- Additional money to improve pupils' participation and ability in sport has been used well. Teachers' confidence and skills in the teaching of physical education have improved. Pupils take a more active part in a wider range of sports during school time, in after-school clubs and in competitions between schools.
- There is strong emphasis on valuing others and their cultures so that pupils are well prepared for life in modern Britain. This ensures that good relationships are promoted successfully. Leaders ensure that there is no discrimination within the school. They focus strongly on promoting equality of opportunity and ensure that gaps in the achievement of various groups of pupils are closing.
- Safeguarding arrangements meet current requirements. The staff understand what is required of them in the school's policies. These are kept up to date and have been revised in the light of recent guidance from the government.
- Most parents who spoke to inspectors and who completed the online survey Parent View have confidence in the school. However, a small minority of parents would not recommend the school. Inspectors agree with the small minority who felt that not all pupils have made good progress over time and that teaching has varied.
- The school has received and responded well to a wide range of support from the local authority. The support has been effective in helping the school to improve the effectiveness of the governing body and leaders.
- **The governance of the school:**
 - The governing body has a clear understanding of the school's strengths and areas for development. In striving for improvement it has identified the right priorities. Together with school leaders, governors are actively involved in the future planning of the school.
 - The governing body supports the school well, but provides constructive challenge in order to hold leaders to account for the school's performance. Governors are competent in their analysis and

interpretation of data on progress and attainment so are able to direct informed questions on the school's performance to the headteacher and other leaders.

- The governors know what the quality of teaching is across the school. They make sure that staff promotion and salary increases reflect the progress that pupils make. As a result, arrangements for performance management have a positive impact on teaching.
- Governors check that the pupil premium is being used effectively. They question leaders closely to confirm its impact on the achievement of disadvantaged pupils. They are challenging leaders to ensure that gaps in achievement continue to close rapidly.
- They ensure the school is preparing all pupils well for life in modern Britain.
- Governors ensure that all safeguarding procedures meet requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The level of pupils' concentration in lessons and their desire to learn were key features of lessons that inspectors observed during the inspection. According to parents, staff and pupils themselves, this is typical of pupils' experiences most of the time.
- Attendance has improved and is now above average. This is partly due to the excellent work of the learning mentor in helping and encouraging those parents who need support for their children to get the best out of school. All groups of pupils attend regularly and there are rigorous procedures for ensuring this.
- Children enjoy taking on responsibility, for example as members of the pupil leadership team, as house captains, playground buddies and play leaders. These roles have a good impact on pupils' personal development.
- Pupils take pride in their school, and have helped to contribute to the many displays seen around the school. However, their pride in the school does not always feed through into their own work where presentation of a few pupils varies widely.
- Most pupils know their targets and are confident in explaining how they help them achieve well.
- Behaviour is not outstanding, as parents and pupils recognise, because a few pupils need adult support to reach the school's high standards. Pupils are very confident that staff will always tackle any untoward behaviour quickly and effectively. The school's records confirm this.
- The school has a series of positive behaviour strategies which ensure that the school is both an orderly and vibrant community. The pupil learning council developed the current set of school rules.
- Pupils who attend the breakfast club get a good, healthy and sociable start to the school day. The breakfast club has helped to improve the attendance and punctuality of some pupils.

Safety

- The school's work to keep pupils safe and secure is good. Risks are fully assessed and a high priority given to keeping pupils safe, both on and off the school site. Access to the school is secure and staff are carefully checked prior to appointment.
- Pupils learn how to keep themselves safe, whether on the road or using the internet. They understand cyber-bullying and know what to do if they feel uncomfortable when using the internet.
- There is very occasional name-calling. Pupils cannot recall any incidents of racist comments. They say that most pupils get on well together. They report that incidents of bullying, including prejudice-based bullying, do not occur. They have confidence that should any incident occur it would be dealt with swiftly. Pupils say that staff carefully check that pupils do not use derogatory language or say unkind things about individuals and groups who may be different to them in some way.
- Support staff and the learning mentor are well trained to support potentially vulnerable pupils. Good use is made of outside expertise in helping pupils to recognise when their anxiety levels are rising, and to manage them.
- Most parents responding to the online questionnaire think their children are happy, safe and well looked after at school. Inspection findings endorse these views.

The quality of teaching**requires improvement**

- Teaching requires improvement because, although it is getting better quickly, it has not been good enough over recent years for pupils to make consistently good progress. The quality of teaching has improved since the previous inspection with more good teaching now evident. However, this has not been sustained for long enough to secure consistently good progress for all of the pupils.
- In lessons, the work provided for the pupils still does not always take enough account of what they already know, understand and can do. This slows the rate of learning.
- The teaching of writing requires improvement. Pupils are keen to write because teachers provide interesting contexts and activities which bring meaning to pupils' writing. However, until very recently, there has not been enough attention given to the teaching of spelling, grammar and punctuation. Recent improvements have ensured that all pupils have increased opportunities to write at length in a range of subjects.
- On a few occasions, the activities set are not appropriately challenging for all pupils. In some cases pupils who find learning difficult can only complete a limited amount of the task or need significant help from an adult because the work is too hard. Pupils sometimes waste time while the teacher explains work that they already know or can do. In such cases pupils do not concentrate as well as they could which slows learning.
- The work in subjects other than English or mathematics is not always sufficiently challenging for the most-able pupils. The extent to which they learn is limited sometimes when they start with the same task as other pupils.
- Scrutiny of pupils' work shows that teachers' marking of pupils' work has improved over time. The 'purple for progress' and 'green for growth' are fully understood by pupils. Where written comments recognise success and provide guidance for pupils on how they can improve their work, marking moves pupils on in their learning. However, the marking is not always as effective and pupils do not routinely respond to the advice they are given and improve their work.
- Teachers establish a calm and orderly learning environment which helps pupils to make better progress. Displays are used well to celebrate pupils' work and to support or extend learning. Pupils respond well to the reward systems used at the school.
- Where learning is more successful, teachers ask probing questions to make pupils think carefully. This helps pupils to learn well because they are able to share and develop their ideas. For example, in Year 5 mathematics, pupils were confident in challenging themselves to solve problems. When they encountered difficulties, they discussed their ideas with each other, which gave them the opportunity to use mathematical language and developed their confidence well.
- Pupils needing extra help, such as disabled pupils and those who have special educational needs, are mostly given well-targeted support outside the classroom so that they can catch up with their classmates. They make good progress in these sessions. However, in lessons, the work is not always as well-targeted and this inhibits learning.
- Teaching assistants make a positive contribution to the learning of pupils of all abilities. They are highly skilled and complement the work of the teachers. They receive training in a range of support programmes which enable the pupils they work with to make good progress in these sessions.
- The teaching of reading skills has strengthened. This improved practice and increased opportunities for pupils to read independently as well as to listen to class texts have a positive impact on pupils' progress in reading throughout the school. Mathematics is increasingly taught well and enables pupils to advance their skills and confidence in the subject. The additional challenge and group work for the most-able pupils ensure that more pupils are making rapid progress to reach the highest levels.
- Homework is used in all year groups to encourage pupils to practise basic skills. It also challenges them to prepare for future learning by researching the topic or a specific issue.

The achievement of pupils**requires improvement**

- Results in national tests for Year 6 in 2014 were better than at the time of the last inspection, but still not high enough. Standards were close to average in reading, writing and mathematics. However, attainment in the test of English grammar, punctuation and spelling was below average.
- Overall, the pupils in Year 6 made less than expected progress given their starting points. Data held by

the school, scrutiny of the pupils' books, and observations in lessons indicate that the current pupils' achievement is improving rapidly, most evidently in the younger year groups. All pupils are making faster progress than previously and this is reducing the impact of past underachievement.

- In the past, the most-able pupils' achievement was not good enough. Progress is rapidly improving now, but there are still small variations across year groups and between classes. The proportions of pupils at the school reaching Level 5 in the national tests decreased in 2014 to national levels. Of those pupils who entered the school at Level 3, the proportions reaching Level 5 or better were average in mathematics, writing and reading, but below average in English grammar, punctuation and spelling.
- Although achievement is improving, gaps in the attainment between different groups still exist. Boys' progress in reading and writing is not as strong as in mathematics. This is because boys, in particular, do not always use the knowledge they have of spelling and punctuation in their work. At times, work is not presented well enough. Observations during inspection show that the school's strategies of more-focused grammar lessons and activities have improved standards, particularly in Years 3 and 4. The school's recent focus on most-able girls in mathematics has raised attainment and levels of confidence.
- This term, progress is rapidly improving. Attainment is rising well as a result. Year 6 pupils' attainment is on course to reach at least the above-average levels seen previously in 2013.
- Pupils talk with great enthusiasm about reading. They understand their reading and know how to use books and the internet to find information. Guided reading groups focus on stretching pupils' ability to understand text through teachers' challenging questions. Standards of reading are improving throughout the school. Pupils who do not read regularly outside school are supported well.
- At the end of Year 6 in 2014, the gap between the attainment of disadvantaged pupils and their classmates in the school was equivalent to three terms behind in mathematics, writing, spelling and grammar and one and a half terms behind in reading. They were three terms behind other pupils nationally in mathematics and writing and two terms behind in reading. However, their progress is better than that of other pupils in the school in reading, writing and mathematics and the attainment gap is narrowing. The gap is closing less quickly in other subjects.
- The achievement of disabled pupils and those who have special educational needs is inconsistent. Here also, evidence from the school's data, the pupils' work, and observations in lessons indicate that the progress of these pupils is improving and that differences between their achievement and that of others at the school are now reducing quickly.
- While the school fosters good relationships among all groups of pupils and makes sure there is no discrimination, there remain some inequalities in opportunities for learning. For example, the provision for disabled pupils and those who have special educational needs is not yet consistent enough across years and subjects to ensure that these pupils always make good progress. Consequently, their progress requires improvement.
- Pupils' skills in physical education are also improving quickly because school sports funding is used to provide more effective teaching of physical skills and healthy lifestyles.

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	109214
Local authority	North Somerset
Inspection number	453568

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	298
Appropriate authority	The governing body
Chair	Mike Sewell
Headteacher	Jo Keeble
Date of previous school inspection	10–11 January 2013
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