

Inspection of Yapton CE Primary School

North End Road, Yapton, Arundel, West Sussex BN18 0DU

Inspection dates: 15 and 16 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy school and value their role in making decisions. The school's 'community circles', where all pupils have a voice, contribute to making improvements. Daily 'morning meetings' support pupils to debate topics that are important to them. Pupils are confident to speak out for what is right.

Staff and pupils understand and consistently follow leaders' approach to managing behaviour. Staff deal with most low-level disruption quickly. Pupils know how to make things better when things have gone wrong. They say that bullying is very rare. Records confirm this. Leaders investigate any claims thoroughly and give effective support to pupils and their families. Pupils feel safe in school. They know that their 'go-to grown-ups' will listen to them if they have any worries.

Since the last inspection, a new headteacher has joined the school and is transforming the offer for pupils. She has high expectations for all pupils and staff. Leaders have been working hard to make sure that pupils attain well and that their needs are met. They have created a culture where pupils want to learn. However, not all pupils receive a good quality of education, especially those with special educational needs and/or disabilities (SEND).

What does the school do well and what does it need to do better?

The school vision, 'living life in all its fullness', threads its way through all aspects of school life. Leaders ensure that pupils have access to a wide range of enrichment opportunities. They encourage pupils to be creative, to think for themselves and to take safe risks. For example, during the inspection children in early years used hammers and screwdrivers carefully to build rockets. They knew they needed to wear safety goggles to protect their eyes.

Leaders have made reading a priority. Pupils enjoy reading and listening to stories. They speak warmly of favourite books and authors. Pupil librarians take great pride in ensuring that the library is welcoming. Staff teach phonics clearly and, for the most part, with precision. Children in the Reception Year learn to blend sounds quickly so that they can read words. Teachers make sure beginner readers read books matched to the sounds they are learning. Teachers support older pupils to deepen their understanding of the books they read, and to broaden their vocabulary.

The curriculum is well structured for the current academic year in all subjects. Leaders have planned what they want teachers to teach and in what order. However, in some subjects, teachers do not understand this well enough. Where this is the case, teaching does not convey the important knowledge that pupils need to know and experience clearly or consistently enough. For example, in design and technology, not all pupils in the same year group learn to evaluate their designs in line with leaders' expectations. This slows pupils' learning. Leaders know they need to adapt some of the curriculum thinking in some subjects for the mixed-age classes

so that pupils continue to learn about topics, such as relationships and sex education, in the best order.

Subject leaders are enthusiastic and keen to improve the curriculum. However, leaders have not fully developed what and how teachers should check to determine precisely what pupils remember. Not all subject leaders have had the opportunity to monitor how well pupils are learning in their subject.

There is not a sufficiently sharp overview of how well some pupils with lower prior attainment and pupils with SEND are learning. Pastoral support for pupils who have social, emotional and mental health difficulties is well considered. However, support for learning for pupils with SEND is not as effective. It is not always clear, for instance, what pupils with SEND need to learn. There are no targets on individual plans. This means that work and interventions offered do not always have a clear benefit to pupils. Staff have not received sufficient training to enable them to meet these pupils' needs well. The headteacher knows this area of work is not strong enough and has suitable plans in place to improve it.

Pupils' personal development has been carefully considered. The curriculum supports pupils to recognise and respect others' differences. Pupils show great empathy for others. During the inspection, for example, pupils were raising money for refugees. They shared their thoughtful prayers for peace.

With help from the local authority and the diocese, the headteacher is taking appropriate action to improve the standard of education at a fast rate of knots. Those responsible for governance provide well-considered support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have safeguarding as their number one priority. Safe recruitment checks are carried out meticulously. Staff understand the different types of abuse and the signs to look out for. They report any concerns quickly to designated safeguarding leaders if they think a pupil needs support or help. Leaders take swift action and seek advice when necessary. This means that pupils and their families get the support they need.

Pupils know how to keep themselves safe online. They understand the importance of protecting their digital footprint by ensuring that they never write unkind messages.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not have an accurate enough overview of the specific needs of pupils with SEND. Teachers do not always know how to adapt work or how best to support pupils with SEND and pupils with lower prior attainment. This hampers pupils' ability to access and learn the full curriculum. Leaders need to ensure that they improve the provision for pupils with SEND and for pupils with lower prior attainment, including establishing rigorous procedures to monitor and review pupils' plans.
- The curriculum is not delivered exactly as leaders intend. Some teachers do not have the subject knowledge needed to teach it well enough in some subjects. Consequently, pupils do not learn as much as they could over time. Leaders should ensure that they continue with their plans to develop subject leadership, including finishing curriculum planning, so that they are able to support teachers to deliver the curriculum consistently well.
- Leaders have not implemented clear processes for checking what pupils are remembering in the foundation subjects. This means that gaps in pupils' knowledge and skills are not being identified well enough. Leaders should make sure that teachers know what the most important information is that pupils need to retain, so that they can check whether pupils are learning the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	126001
Local authority	West Sussex
Inspection number	10211056
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	The governing body
Chair of governing body	Penny Davey
Headteacher	Kim Huggett
Website	www.yaptonschool.org
Dates of previous inspection	1 and 2 December 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in January 2019. The deputy headteacher started his substantive role in September 2019.
- The last section 48 inspection of the school's religious character took place in October 2016.
- The school does not currently use an alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff, pupils and parents.
- Inspectors did deep dives in these subjects: early reading, mathematics, geography, science and art. Inspectors spoke to subject leaders, staff and pupils,

visited lessons and looked at pupils' work. An inspector heard pupils read to adults from the school.

- Inspectors sampled curriculum planning, looked at pupils' work and spoke to pupils about some other subjects.
- The lead inspector met with six governors, including the chair of governors, and spoke with representatives from the local authority and the Diocese of Chichester.
- Inspectors reviewed the school's safeguarding arrangements. This included reviewing safer recruitment checks and record-keeping of concerns. Inspectors also spoke to staff, governors and pupils about safeguarding.
- Responses to the Ofsted Parent View survey, and free-text comments, were considered by the inspectors. They also considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Lea Hannam, lead inspector	Ofsted Inspector
Kate Redman	Ofsted Inspector
Chris Parker	Ofsted Inspector

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