

Inspection of Yelvertoft Primary School

School Lane, Yelvertoft, Northampton, Northamptonshire NN6 6LH

Inspection dates: 18 and 19 May 2022

Overall effectiveness **Good**

The quality of education	Good
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?

Yelvertoft is a happy school. Pupils enjoy their learning and are proud of their school. They know that staff care for them and listen to them, and they feel safe because of this. Leaders promote pupils' well-being. They know that their role is to care for the whole child.

There are several roles that pupils can benefit from. These include being a school leader or a school councillor. Pupils take pride in these roles and in representing their peers.

The school has a strongly inclusive ethos. Leaders have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Staff commit to knowing each pupil individually. Relationships between staff and pupils are very positive.

Pupils behave well. They are polite and respectful. They play happily together during their breaktimes. Pupils know that bullying is not tolerated. They know that staff are quick to sort out any concerns for them. Pupils have a very clear understanding of equality and diversity.

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said, 'This is a happy and safe school. Teachers care for the children and nurture them.'

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

Children in the early years get off to a good start at Yelvertoft. They have daily phonics sessions, which help pupils to learn sounds quickly. Pupils read books that match the sounds they know. Pupils use their decoding skills well to sound out unfamiliar words. If pupils fall behind, staff are quick to provide support. Leaders have recently introduced a new approach to teaching phonics. All staff are now trained to use this programme. However, not all staff feel confident with this new approach at the moment. Leaders aim to ensure that there is a consistent approach to the teaching of reading and phonics across the school.

Leaders have ensured that the curriculum is ambitious for all pupils in most subjects. In these subjects, teachers deliver a curriculum that is well planned and sequenced. In mathematics, leaders have thought carefully about their approach to make sure that pupils make progress. The way that the curriculum is organised allows for pupils' knowledge and skills to build up gradually over time. Pupils said that they enjoy their mathematics lessons. Some subjects are newly planned. Teachers are beginning to implement these plans, but pupils have not yet developed their knowledge fully.

Relationships are very positive between children and adults in the early years. Leaders provide an engaging environment inside and outside the classroom. There is a focus on children's communication and language. In mathematics, children are quick to identify numbers and enjoy the activities. Children learn the important knowledge and skills they need in the regular reading and mathematics lessons. Leaders plan plenty of opportunities for children to practise their newly learned skills while they play.

From Reception upwards, pupils benefit from clear structures and routines. Behaviour and attitudes to learning are consistently positive. These attitudes start in the early years. Children in Reception are independent and work well together. The environment supports their learning across the curriculum. Children respond to questions and are polite and courteous. This continues through school.

Teachers are quick to identify pupils with SEND. They routinely assess pupils and check that these pupils receive the full curriculum. Leaders ensure that staff provide high-quality support and resources suited to pupils' needs.

There is a strong focus on pupils' personal development. Pupils learn to be caring and responsible citizens. Pupils show respect for, and learn to appreciate, diversity and difference. All pupils spoke about how everyone is welcome at Yelvertoft. Leaders promote the fundamental British values. However, pupils do not have a secure knowledge of these. Leaders are reviewing their plans to ensure that pupils develop a deeper understanding of this aspect of the curriculum.

Pupils know that looking after their well-being is important. Leaders have prioritised this throughout the school. There is a range of extra-curricular clubs that encourage pupils to stay active. These include a range of sports and the popular 'shepherd's delight' club, which pupils enjoy.

Leaders engage well with staff. They provide regular training and consider staff's well-being and workload. Staff are proud to work at Yelvertoft.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their families well. Leaders take their safeguarding responsibilities very seriously. There is a strong culture of safeguarding, and effective systems are in place to keep pupils safe. Staff receive regular and appropriate training. Records are well maintained. Leaders take prompt action in response to any concerns.

Pupils learn how to keep themselves safe. This includes online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of implementing the curriculum in all subjects within their identified timescale. For this reason, the transitional arrangements have been applied.

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	121877
Local authority	West Northamptonshire
Inspection number	10227878
Type of school	Primary
School category	Community school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair of governing body	Paul Starkey
Principal	Melanie Servent
Website	www.yelvertoftprimary.com
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative educational providers.

Information about this inspection

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

- Inspectors carried out deep dives into the following subjects: early reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with leaders about the curriculum in other subjects.
- Inspectors considered the range of documents that the school keeps with regard to safeguarding. They spoke with pupils, staff and governors about safeguarding arrangements.
- Inspectors met with governors and spoke to a representative of the local authority. They spoke with parents at the beginning of the school day and took account of the views expressed through Ofsted Parent View.

- Inspectors spoke with groups of staff. They also took into account the views shared through the survey for staff and through the pupil survey.

Inspection team

Dawn Ashbolt, lead inspector

Her Majesty's Inspector

Wendy Gordon

Ofsted Inspector

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