

Inspection of Yatton Infant School

High Street, Yatton, Bristol BS49 4HJ

Inspection dates: 5 and 6 October 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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud to attend Yatton Infant School. They are eager to learn and feel safe. Pupils understand what it means to be a 'Yatton Learner'. They know how these qualities help them to become confident, resilient and respectful members of the school community.

Staff have high expectations for pupils' behaviour and conduct. Pupils follow the school rules and listen to instructions well. As a result, the school is calm and orderly. Pupils understand what bullying is but say that it does not happen often. They are confident that adults would deal with any issues quickly.

Pupils enjoy strong relationships with staff and each other. They talk confidently about the importance of being kind and considerate. Pupils know that adults will listen to them and help them with any worries that they have.

Pupils enjoy the range of clubs and opportunities that are on offer to them, such as French, coding and the school council. They enjoy the links they have with the local junior school and the work they do to support community events. Parents and carers are overwhelmingly positive about the school. One said, 'Yatton Infant School is such a friendly and happy place to learn.'

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

Leaders know the school well. With the help of the trust, they have put in place an ambitious curriculum which meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Staff are proud to work at the school. They appreciate how leaders support their well-being and consider their workload.

Staff and pupils share a love of reading. Pupils say that reading 'entertains' them and helps them to learn. They enjoy the way in which their teachers read a wide range of texts to them with real enthusiasm. Staff benefit from the training they receive. This ensures that they are confident and able to teach phonics effectively. From the start of early years, children develop their language skills and learn early sounds well. As pupils progress, staff ensure that books pupils read match the sounds they are learning. If pupils fall behind, they receive the support they need to help them to catch up quickly. As a result, pupils read with increasing fluency and accuracy.

The mathematics curriculum is well planned and carefully sequenced. This starts in the early years. Children confidently use mathematical words such as 'more than' and 'fewer than' to describe numbers. Teachers build on this in Years 1 and 2. Pupils use their knowledge of number well when completing more complex tasks.

Pupils learn well in most of the wider curriculum subjects. In geography, for example, leaders have identified the important knowledge that pupils need to learn.

Teachers adapt activities well so that pupils use their prior knowledge to gain a strong understanding of the features of different countries. However, in some other subjects, teachers do not check pupils' learning of prior content well enough. As a result, subsequent learning does not routinely build on what pupils already know or enable them to deepen their understanding. This slows the progress that some pupils make.

Leaders are ambitious for what pupils with SEND can achieve. They quickly identify the individual needs of pupils. Teachers and other staff work closely together to ensure that pupils with SEND are well supported in lessons. As a result, these pupils learn the same curriculum as their peers.

Pupils display positive attitudes towards learning. They work hard and concentrate well in their lessons. Children in the early years are enthusiastic, listen well and take turns. They get off to a good start because of this.

Leaders support pupils' personal development well. Pupils get a varied set of experiences outside of lessons. They understand how the school's 'learning college' and the activities it provides, such as yoga and cooking, help their mental and physical health. Pupils talk confidently about diversity and tolerance and know why these are important in modern society.

Governors have an accurate view of the school's strengths and areas for improvement. They ask the right questions to check on the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant in keeping pupils safe. They know pupils and their families well. Staff use the training they receive to spot pupils who are at risk quickly. They record any concerns in a timely manner. Leaders work well with a range of professionals and other agencies. This ensures that vulnerable pupils and their families receive the help they need.

Pupils learn how to stay safe. They are taught about risks through the curriculum, visiting speakers and assemblies. They know what to do if they feel concerned.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not check pupils' prior learning well enough. Future learning is then not adapted effectively as a result of what pupils know. This slows some pupils' progress through the curriculum. Leaders need to ensure that teachers check what pupils know and remember and then use this to inform future learning.

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.

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	145444
Local authority	North Somerset
Inspection number	10256646
Type of school	Infant/Primary
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	Board of trustees
Chair of trust	Adele Haysom
Headteacher	Jo Keeble
Website	www.yattonschools.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Yatton Infant School converted to become an academy school in April 2018. When its predecessor school, Yatton Voluntary Controlled Infant School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of The Lighthouse Schools Partnership.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 the headteacher, subject leaders, the special educational needs coordinator, groups of staff and representatives from the trust.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- The lead inspector spoke with pupils and leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Sandra Woodman

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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