

# Inspection of a good school: Yattendon C.E. Primary School

Yattendon Lane, Thatcham RG18 0UR

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Inspection date: 12 July 2023

## **Outcome**

Yattendon C.E. Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are proud to be part of this thriving school community. They have very positive relationships with staff and each other. The school's motto of 'small school with a big vision' is brought to life through the work that staff and pupils do each day. This is demonstrated by the way staff help pupils to develop their talents and interests. They know the pupils as individuals and expect great things from each of them. Many pupils learn musical instruments, for example the piano, recorder and drums. Pupils take part in clubs such as choir, art, multi-sports and French. Pupils enjoy curriculum visits such as trips to Ufton Court, Kew Gardens and Minstead Study Centre. They love to represent their school through sports events, for example football and netball competitions.

By the end of Year 6, pupils are well prepared for secondary school. They value fulfilling roles of responsibility such as being 'buddies' and house captains. Older pupils set a positive example for younger ones to follow. Pupils feel safe. They work well together in lessons and play happily on the playground. One pupil described the strong sense of community, saying, 'We know that everybody is unique, but you are never alone here.'

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

Leaders are ambitious for all pupils. They have developed a curriculum that gives pupils the knowledge and skills that they need. For example, learning mathematics starts strongly in Reception and helps pupils to be ready for Year 1. Leaders have worked closely with others outside of the school, such as the local mathematics hub, to create clear, systematic approaches to the curriculum. Teachers begin sequences of lessons by helping pupils understand what they will be learning about, for example in geography. Staff use key vocabulary effectively to help pupils know and remember important information. Pupils benefit from visits by specialists that leaders invite to the school. For example, during 'aspiration week', pupils were inspired by a nutritionist who visited the school and helped pupils to learn more about healthy eating. Staff devise thoughtful and memorable experiences for pupils. However, in some subjects, staff do not check precisely what

pupils have learned. This means that gaps in pupils' learning are not always identified as quickly and specifically as they could be so that teachers can address them effectively.

Pupils develop a love of reading and learn to read well. Leaders have invested in a new phonics scheme. Staff are beginning to use this effectively. Books that pupils take home to read are closely matched to the sounds that they have learned. If any pupil falls behind, staff provide extra support, and this helps them to catch up. Staff thoughtfully choose books to share with pupils. There is a well-resourced library, and pupils enjoy the 'reading nest' club, where they can explore books together. Staff are developing their phonic expertise through training and by working collaboratively, but this is still ongoing. There is some further work to do to make sure that phonics teaching is as consistent and effective as it could be.

Pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well overall. Leaders identify the needs of pupils with SEND accurately and ensure that the correct support is in place. Pupils are keen to contribute their ideas to lessons. They say that their views matter and everybody is included. Carefully selected assemblies and whole-school learning activities link closely to the school's values. This helps pupils to feel a sense of belonging. Staff promote the school's values of hope, respect and courage effectively.

Pupils' behaviour is a strength of the school. Pupils particularly enjoy gaining house points and receiving good-news postcards when they have done well. Leaders are clear about how the behaviour policy supports and guides pupils. Staff have high expectations. Pupils work well in class, and low-level disruption is rare. Pupils understand the well-embedded routines and respond well to staff. Pupils have positive attitudes to their learning.

Governors share leaders' ambitious vision for the school. They engage with staff well, offering 'check ins' to help staff with their workload and well-being. Leaders also have mindful approaches to ensuring that staff can thrive and develop their knowledge and skills. Staff work closely together and say that they support each other, such as by developing a 'leadership toolkit'. Governors know the school's strengths and areas for development. They challenge leaders effectively. Staff are proud to work at the school and are very supportive of school leaders. Parents are very positive too. One parent said, 'There is a warm sense of care and community in every interaction with the school; as parents, we are thankful for this.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know pupils and families very well. Staff know how to recognise any signs that may indicate a child is at risk of harm. If there are any concerns, staff and leaders take swift action, including referring to external agencies where necessary. Leaders keep detailed records and have clear systems and processes in place to keep pupils safe. The school has a strong culture of safeguarding. Leaders ensure that staff, governors and volunteers are well trained. Governors work closely with school leaders to check the effectiveness of

safeguarding, completing the training that they need. Staff and governors are trained in safe recruitment practices.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The approach to checking pupils' understanding in some subjects is not yet fully developed. This means that sometimes gaps in pupils' learning are not identified as effectively as they could be. Leaders should ensure that assessment information accurately provides what pupils know and can do and that this information is used effectively to adapt the curriculum and address errors and misconceptions appropriately.
- Leaders are still refining their approaches to implementing the new phonics scheme. As a result, staff do not consistently make the best use of resources and time. Phonics teaching is not as effective or precise as it could be. Leaders need to continue their work to develop consistency and expertise across the staff team, ensuring that their approach helps all pupils learn to read quickly and effectively.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

## **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

<b>Unique reference number</b>	110026
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10287832
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	92
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Jones
<b>Headteacher</b>	Rachel Manley
<b>Website</b>	<a href="http://www.yattendonschool.co.uk">www.yattendonschool.co.uk</a>
<b>Date of previous inspection</b>	21 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Oxford. The last Section 48 inspection of the school's religious character took place in May 2019.
- The school currently uses one registered alternative provider.

## Information about this inspection

- 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 held meetings with the headteacher, senior teacher, curriculum leaders and teaching staff.
- Inspectors met with governors, including the chair of governors. They talked to representatives from the local authority and the diocese. One inspector met with parents.
- Inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited

a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. An inspector also listened to a sample of pupils read.

- Inspectors examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- Inspectors scrutinised safeguarding records, checked staff's safeguarding awareness and met with the designated safeguarding leaders.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys.

### **Inspection team**

Carl McCarthy, lead inspector

His Majesty's Inspector

Phillip Blagg

His Majesty's Inspector

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