



# Yattendon Church of England Primary School

Inspection Report

**Unique Reference Number** 110026  
**LEA** West Berkshire LEA  
**Inspection number** 278349  
**Inspection dates** 26 September 2005 to 27 September 2005  
**Reporting inspector** John Earish AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Yattendon
<b>School category</b>	Voluntary aided		Thatcham
<b>Age range of pupils</b>	4 to 11		Berkshire RG18 0UR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01635201397
<b>Number on roll</b>	53	<b>Fax number</b>	01635200347
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Alison Luke
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Mr Mark Turnham

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 26 September 2005 - 27 September 2005	<b>Inspection number</b> 278349
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## **Introduction**

The inspection was carried out by one additional inspector.

## **Description of the school**

Yattendon Primary School is situated in the village of Yattendon in West Berkshire. Its pupils are from a range of backgrounds including the local agricultural community as well as families who commute to Reading and London each day. The pupils are divided into three mixed aged classes. The number of pupils with special educational needs is just above average. There are very few pupils from minority ethnic groups. The majority of staff have recently started at the school and are newly qualified.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Yattendon Primary School believes that its overall effectiveness is satisfactory and the inspector agrees. The quality of education, including teaching, is satisfactory with many good features. Recent changes to the staffing, curriculum and structure of classes are having a positive effect upon pupil progress. Children in the Foundation Stage receive a good start to their education, except in their physical development. Recent underachievement in Years 1 and 2 is being successfully addressed. The school is very welcoming and values all its pupils equally. Pupils like coming to school and are eager to learn. Their personal development is very good because they are well cared for at school and as a result feel secure and happy. The school offers satisfactory value for money. There has been a satisfactory response to the issues raised in the last inspection report and the school is well placed to accelerate the rate of improvement. The headteacher has an accurate understanding of the school's strengths and weaknesses, and has successfully used this to restructure the school to provide a new culture for learning and to improve pupils' achievement. His clear vision is complemented by the support of a highly committed team of new teachers and an active governing body.

### **What the school should do to improve further**

The school recognises the following areas for improvement on which it has started to take action: \* improve the quantity of resources for outdoor learning in the Foundation Stage, \* ensure that the good work carried out in small groups out of lessons is followed through in class activities, \* develop the role of the curriculum coordinators so that they are more involved in leading improvements in subjects.

## **Achievement and standards**

### **Grade: 3**

The inspector agrees with the school's evaluation that pupils' achievement is satisfactory. The small numbers of pupils taking the national tests each year means that statistical data must be treated cautiously. However, it is clear from the results of 2004 that the proportion of pupils achieving the expected levels at age eleven in English, mathematics and science was broadly average. Brighter pupils achieved the higher levels in English and mathematics, but fewer managed this in science, although the provisional results for 2005 show that performance in science has improved significantly. The school's own tracking of individual pupil's performance shows that pupils are making satisfactory progress in Years 3-6. In Years 1 and 2, standards in mathematics have been better than those in reading and writing. The school has been alert to this and the rigorous monitoring of the headteacher and local education authority has led to effective action, including the re-structuring of staffing, curriculum and class organisation. Inspection evidence shows that this is having a positive effect and that standards and progress are now at least satisfactory. Children in the reception classes get a good start to their education. When they start school, most are at the levels expected for their age in all areas of learning. Children quickly settle because

of the interesting range of activities designed for them and the support they are given. They make good progress and most exceed all of the learning goals expected at this age, except in physical development where current provision limits progress. Those with learning difficulties are making satisfactory progress because their individual needs are clearly identified and they are given appropriate additional help and support.

## **Personal development and well-being**

### **Grade: 2**

The children's personal development is very good. Pupils feel genuinely valued by the school and relationships are very good. Attendance is well above the national average. Behaviour is very good, reflecting the children's clear enjoyment of learning. Healthy living is promoted well throughout the school, and pupils are very aware of healthy food and the value of exercise. Children are encouraged to express their views and opinions, to listen to others and to take decisions about the running of the school. The election of representatives to the school council plays an important part in the life of the school and provides a good basic introduction to the democratic process. The life and work of the school has a strong Christian focus. Opportunities for reflection are built into the day and pupils learn to understand their feelings because of the sensitive support they are given by their teachers. Pupils have a good understanding and respect for their own and other cultural traditions through activities such as the multicultural week and the celebration of different religious festivals during school assembly.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with many good features. The best features of teaching are: focused and detailed planning, very good relationships, interesting and challenging activities, and work that is well matched to pupils' differing capabilities. For example, in the mixed age class for pupils aged 8 to 11 years, different ages and ability groups were plotting coordinates on a grid. The task was well matched to individual abilities and ranged from plotting simple coordinates to locating negative numbers in the four quadrants. As the school seeks to improve, it is reviewing the teaching of reading and writing for the youngest pupils to ensure learning of consistently good quality. Adults use questioning well to check on pupils' understanding. This approach also gives pupils confidence to talk about what they have achieved and what they need help with. In the Foundation Stage, the teacher plans interesting activities that cover all of the areas of learning and is making the best use she can of the very recently constructed small outdoor area for learning, despite its lack of equipment. Systems for checking on pupils' progress and setting targets are best in English and mathematics. The school is reviewing and refining its systems so that it can be extended to other areas of the curriculum. Teaching assistants make a good contribution to pupils' learning through, for example, the help that they give to those

who are experiencing difficulty with their work. All staff are good at ensuring that pupils work in a healthy and safe environment.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is broad and suitably balanced, and provides a suitable range of activities to promote learning. A new curriculum map has been devised that underpins the school's long term planning and ensures curriculum entitlement for all children within the mixed aged classes. The school has addressed the previously identified weakness in the Foundation Stage, and provides activities that cover all of the areas of learning. However, opportunities for some aspects of the children's physical development are constrained by limited resources. The pupils' understanding of how to stay safe and healthy is promoted effectively through the curriculum, especially in science, physical education and personal, social and health education. The school provides a good range of extra-curricular activities, predominately sports, which adds extra enjoyment and interest to the learning of a large number of pupils. The effective personal, social and health education programme helps the pupils to grow in confidence and understand that they have a useful contribution to make to the community.

## **Care, guidance and support**

### **Grade: 3**

The school's care and support for pupils is satisfactory with some good features. Parents and pupils agree that the school takes their welfare seriously. Pupils say that the teachers are always willing to listen to their concerns and they have someone they can talk to if they are anxious. They are encouraged to express their views through the school council and during circle time, and they know that their opinions are valued. Outside agencies are used well to promote pupils' health, safety and welfare. The teachers regularly talk to the pupils about their work. The pupils find this valuable and say that it gives them a much better understanding of how well they are achieving and what they need to do to make their work better. Good child protection procedures ensure all staff are aware of the needs of vulnerable pupils. The rate of progress of some of the pupils could be improved if there were better links between the work planned for them when they are withdrawn to work individually or small groups and the work they do in the classroom.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The headteacher provides purposeful leadership that focuses strongly on raising standards. School self evaluation is accurate and has been used to identify areas for improving the attainment of pupils, particularly in reading and writing at Key Stage 1. The school improvement plan is sufficiently detailed to allow the governors to hold the school to account. Most of the staff are recently qualified, and consequently many of the curriculum responsibilities

are being carried by the headteacher. Sensible targets for improvement are pursued through the effective performance management arrangements, and this includes the regular monitoring of teaching and learning by the headteacher and local education authority. Appropriately experienced mentors have been appointed to support the newly qualified teachers. The headteacher recognises that the next step is to harness the enthusiasm and potential of new staff by training them in the roles and responsibilities of subject leadership. Governance is satisfactory. The governing body has recently been restructured, and demonstrates a clear commitment to raising standards and ensuring that legal responsibilities are met. It has put in place thorough systems to support and challenge the school so they can hold it to account. The new chair of governors visits the school regularly and has provided considerable support and advice during the recent school restructuring.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Following my visit to inspect your school I would like to tell you what I think about how well you are getting on and how well your school is helping you to learn. I enjoyed seeing you at work and at playtimes, and liked talking to you.

There are lots of things that I like about your school. Some of them are: \* Your school is friendly and welcoming. You behave really well and get on very well with each other. \* You listen carefully to what your teachers have to say and try very hard in your lessons. \* Your teachers provide interesting work, and when you find work hard you are given the right sort of help. \* Your teachers spend a lot of time looking at what you have done in class and working out how to help you to make your work even better. \* All of the adults who work in your school make sure that you are safe and are really well looked after. \* Your headteacher, and all of the other people who help run your school, are working hard at making sure that you get the very best education.

All of the adults in your school want it to be even better. To help them to do this I think that the thing to do next is to make sure there is more equipment for the very youngest children to use in the new outdoor learning area. Some of you get extra help outside the classroom when you find your work difficult. The teachers are going to find new ways in which they can continue to help you when you go back to your class. They are also going to check what you are doing in lots of different sorts of lessons, so the learning is even more enjoyable.