



# Yatton Voluntary Controlled Infant School

Inspection Report

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Better  
education  
and care

**Unique Reference Number** 109222  
**Local Authority** North Somerset  
**Inspection number** 288316  
**Inspection dates** 13–14 February 2007  
**Reporting inspector** Liz Kounnou

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

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<b>Type of school</b>	Infant	<b>School address</b>	High Street
<b>School category</b>	Community		Yatton
<b>Age range of pupils</b>	4–7		Bristol BS49 4HJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01934 833524
<b>Number on roll (school)</b>	230	<b>Fax number</b>	01934 838585
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Anthony Scott
		<b>Headteacher</b>	Jo Keeble
<b>Date of previous school inspection</b>	21 January 2002		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This infant school is larger than average and is situated in an area of economic advantage. The proportion of children who have learning difficulties or disabilities is below average. A very few children are from minority ethnic groups, and a small proportion of these children are at an early stage of learning English. The headteacher joined the school in April 2006.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Children love coming to this good school, which is improving steadily and has some outstanding features. Many parents are delighted with the school. A vibrant, happy atmosphere is evident everywhere. Colourful displays celebrate children's work across the curriculum and give a flavour of the wide range of interesting activities that children enjoy so much. In the Foundation Stage the quality of education is good, with plenty of exciting activities that provide a lot of fun for the children.

Children achieve well, reaching above-average standards in English and mathematics by the end of Year 2. Good teaching and learning throughout the school are characterised by enjoyable lessons, many of which help children to learn to work together and use their own initiative. As a result they are quickly gaining basic skills that will help them in their future lives. The good curriculum is designed to make meaningful links between different subjects. This has resulted in considerable improvement in writing standards this year. Boys are particularly well motivated by the topics that are chosen. Children's understanding of how to lead a healthy lifestyle is developing appropriately as the school begins to work towards a Healthy Schools award. However, this is a less secure aspect of their otherwise good personal development and well-being. Children do not, for example, have a secure grasp of the importance of healthy eating or why they need to exercise.

The new headteacher provides excellent leadership and enjoys the full support of parents, governors and staff. Since taking up her post she has reinvigorated the school, moving it in a new direction with energy and enthusiasm, successfully building on the school's many strengths. She has introduced good systems for self-evaluation, and ensured that all staff and governors are fully involved in the process. As a result, there is good capacity to improve the school even further and leadership and management are good overall.

Children also contribute well to the school community. The new school council is regularly involved in providing suggestions and making decisions. Care, guidance and support for children are good. The high priority given to pastoral care means that children throughout the school feel extremely safe and their behaviour is excellent. Teachers make regular assessments of children's work and track children's progress diligently. Challenging targets are set for all the children in English and mathematics and the care taken to ensure most pupils reach these leads to good achievement in English and mathematics. At the moment children are not sure what they need to do to reach the next steps in their learning. Some teachers are trying out different ways to give children some guidance about how to improve their work, and to explain what they need to achieve in each lesson. Currently, there is not a consistently good system in place across the school.

### What the school should do to improve further

- Ensure that all children are given clear guidance on what they need to do to reach the next steps in learning and how to succeed in each lesson.

- Improve children's understanding of how to lead healthy lifestyles.

## **Achievement and standards**

### **Grade: 2**

Children achieve well because the good provision ensures that they enjoy learning and have so much fun. For a number of years, standards have been above average in reading, writing and mathematics. When children start school in the Reception class, standards are broadly average. School leaders have tackled a dip in English standards in the 2006 national assessments in Year 2 rigorously. Consequently, standards are again above average in English, as well as in mathematics. Children develop writing skills well in subjects across the curriculum. In the Reception class, they make good progress in all areas of learning. Children who have learning difficulties and the few who have disabilities make good progress because great care is taken to track how well they are doing and to ensure they receive the correct support. One parent wrote: 'I think the school is fantastic; my child has special needs and I really could not ask the school to do any more.' The very few children who are learning English as an additional language make equally good progress.

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

### **Grade: 2**

Children's personal development, including their spiritual, moral, social and cultural development, is good. Children's enjoyment of school, their behaviour, and the extent to which they feel safe and act sensibly at school are all outstanding features. Their attendance is above average. Throughout the school children have an outstanding regard for one another and respect what their teachers say. They are confident that they can confide in adults. A steady stream of children write notes for the headteacher's 'Worry Box' or 'Prayer Box' each day and know that their small concerns will be treated seriously.

Unusual topics, such as Mexico and Kenya, help children gain a good understanding of other world cultures. The annual school carnival attracts about a thousand visitors and enables children to raise a substantial amount for charities. Through such activities, children gain a strong awareness of the needs of others and of what they can do to help. Children work well together and gain basic skills at a good rate. They know some basic facts about how to eat healthily. However, this aspect of their personal development is not as strong as other areas. Not all know children know enough, for example, about how to ensure a packed lunch is healthy or why they should take regular exercise.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good teaching and learning lie at the core of the good achievement of all children. Relationships are very good and help to build up children's confidence and self-esteem, which means that they are willing to 'have a go' and try hard in lessons. Lessons are often laced with good humour and most are packed full of pace and challenge, with children eager to be active in their learning. Very good procedures are in place to assess how well children are doing and to track their progress. Teachers make good use of this information to ensure that children work at the right level. For example, teaching styles have been adapted to make sure that more able girls do just as well as boys in mathematics. Teaching assistants provide good support to children who find work more difficult so that they make good progress in lessons.

Teaching staff are trying out different methods to help children know how they could improve their work and also understand what they should achieve by the end of each lesson. There is not yet a consistent system in place across the school and, as a result, the quality of guidance for children is variable at the moment.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum that motivates children and leads to great enjoyment. As one child said, 'The teachers try their best and make the school fun'. Good links are made between subjects. Themed days and themed weeks, when children can get really involved with lots of different activities, are great fun. There are many extra activities. A lot of interesting visits and visitors help make the curriculum enjoyable. Staff from the local secondary school memorably demonstrated Indian 'Bollywood' dancing during Arts Week.

Children in the Reception Year make good progress in all areas of learning through activities that are linked to a topic. In relation to the book, 'We're Going on a Bear Hunt', for example, children learn counting skills, talk to one another, label drawings and create paintings in high spirits. Planning ensures that Year 1 and Reception children in the mixed-age class build on their skills from week to week. At the moment the activities provided outside for all the Reception children are not of the same high quality because there is not a dedicated outdoor classroom. Plans are afoot to address this, and the school council are involved in making decisions about the project.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good overall. Pastoral care is outstanding. One parent perceptively commented, 'The head of the school and all the staff show they really care for the children and have a strong desire for them to be successful'. Formal

procedures for ensuring the protection and safety of children are extremely rigorous. There are plenty of rewards to encourage children to do their best. Excellent links exist with outside agencies. This is particularly helpful for children who have learning difficulties. Senior staff have begun working towards 'Healthy Schools' status through the national scheme, so that children's understanding of how to lead a healthy lifestyle improves.

There are rigorous systems for checking children's progress that have led to higher standards. However, children are not sufficiently clear about what they need to do to improve their work, or how they can succeed in lessons.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Senior leaders are developing their roles well under the excellent guidance and support of the headteacher. One parent wrote, 'We are very impressed with the school. The headteacher has brought about a lot of energy and enthusiasm and new ideas which are greatly appreciated by the parents.' The headteacher has gained the full support of parents, staff and governors and the school is moving forwards from strength to strength. Standards are rising and children's involvement in the school is growing all the time. Governance is good because governors are well informed and regularly ask challenging questions so that they fully understand how well children are doing.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you all for making us so welcome and helping us when we visited your school. Your school is good and most of you love lessons because you have a lot of fun. You are making good progress because teaching is good. The teachers and governors work really well together to help make your school even better.

Here are the things that we think are best about your school:

- You behave extremely well throughout the day and you feel safe because everyone knows how to be sensible.
- You really enjoy the work because the teachers give you lots of interesting things to do.
- You help to make decisions about how the school could be even better.
- The headteacher is excellent and is helping everyone to improve the school even more.

These are the things that we think could be better:

- It would be helpful if you each had a clearer idea of what you need to do to improve your work.
- Your understanding of how to stay healthy. We have asked the teachers to help you learn more about this. You could help, for example, by leaving out the things in your lunchboxes that you know are not good for you.

Thank you again for being so helpful and friendly when we came to see you.