

Yattendon School

Inspection report

Unique Reference Number	125289
Local Authority	Surrey
Inspection number	293253
Inspection dates	30 April –1 May 2007
Reporting inspector	Christine Canniff

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	430
Appropriate authority	The governing body
Chair	Mr D Kilborn
Headteacher	Mr C Bennett
Date of previous school inspection	13 January 2003
School address	Oakwood Road Horley RH6 7BZ
Telephone number	01293 430043
Fax number	01293 430045

Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Yattendon is larger than most primary schools. It is a popular school and is regularly over-subscribed. Children's attainment on entry to the school is average. An above average proportion of pupils have learning difficulties and disabilities and there are five children with a statement of special educational need. The majority of pupils are White British, but the remainder are from a wide range of ethnic backgrounds. A below average percentage of pupils are at an early stage of learning to speak English. The school is part of a federation of several Horley schools. It has achieved 'Investors in People' status and has Healthy Schools status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school in which pupils make good progress. The school is well led and managed and staff work actively to ensure that learning is fun and stimulating. Parents are happy with the school and pupils talk enthusiastically about all it has to offer. In the words of one parent, 'This is a dynamic school with interesting activities events and projects.' Pupils' personal development and care are central to its aims. The school provides good care, guidance and support for all pupils and this successfully promotes their personal development and well-being. Pupils enjoy school, work hard and enthusiastically join in with all activities. This is reflected in their good attendance and very good behaviour. Pupils have an excellent understanding of why it is important to lead healthy lives and a strong commitment to the care and safety of others.

Pupils' achievement is good as a result of good teaching and learning and a good curriculum. By the end of Year 6, standards are above average and pupils are well prepared for the next stage of their education. The school sets its sights high and is ambitious to raise standards further. It has successfully increased the numbers of pupils attaining the higher Level 5 in national tests. Pupils do particularly well in reading because the school places strong emphasis on this in order to prepare pupils for their future lives. In science, standards are consistently above average. Lessons are purposeful and effective. Teachers are good at planning to meet the needs of different groups of pupils. However, in some lessons the teaching provides insufficient opportunities and activities for pupils to learn independently and enhance the development of their thinking skills. The school has identified this as a current priority. Good use is made of the computer suite to develop pupils' information and technology (ICT) skills, but there are not enough opportunities available in other lessons for pupils to regularly use ICT in their day to day work.

Pupils of all abilities receive good support because the school keeps close check on their all-round development. The school has good systems for assessing and tracking pupils' progress and teachers use these well to set improvement targets. The needs of pupils with learning difficulties or disabilities and those who are learning English as an additional language are quickly identified and effective support is provided so that they can achieve well. Procedures to ensure the health, safety and welfare of pupils are good. Good relationships between adults and pupils foster confidence and trust. As a result, pupils say that they feel safe and included in all aspects of school life.

Leadership and management are good. The senior management team is well supported by staff and governors. The leadership team provides clear direction for the school. Colleagues contribute well at all levels and are strongly committed to realising the school's aims. Well organised monitoring procedures give the school a good understanding of its quality and performance. It has drawn on this effectively since the last inspection to secure good improvement. The school has a well informed view of what needs to be done next and good capacity for improvement.

What the school should do to improve further

- Provide pupils with more opportunities to learn independently in order to enhance their thinking skills.
- Provide pupils with more planned opportunities to use ICT in their day to day work.

Achievement and standards

Grade: 2

Pupils achieve well and reach above average standards by the end of Year 6. They make good progress in all areas of the curriculum. Pupils are assessed on entry to the school to make sure that their attainment is secure. This information is used as the starting point for a detailed system of tracking progress. As a result, pupils are quickly identified if they need additional help. The school has successfully increased the numbers of pupils achieving Level 5, particularly in English, and is on track to achieve its current targets. Pupils develop good reading skills and become confident writers in a variety of styles. They develop good mathematical knowledge and, in science, the strong emphasis on investigation helps pupils to become good scientists. Pupils with learning difficulties or disabilities and those whose first language is not English also make good progress because they are given good quality support both in and out of the classroom.

Personal development and well-being

Grade: 2

Pupils' personal development and spiritual, moral, social and cultural development are good. Pupils like coming to school and are happy and confident. One said, 'Teachers help us, they are patient with us and ensure that we learn well.' Pupils are friendly, polite and behave very well. A few parents commented that there is some bullying, but pupils say instances are few and quickly dealt with. Pupils take responsibility in many aspects of the school's life, including serving as members of the school council. They also make a good contribution to the local community and increasingly to the international community. For example, a recent initiative is to support children in the developing world who have only limited access to education. Pupils have an excellent understanding of how to keep healthy and appreciate the balanced meals provided by the school's in-house caterers. They participate with great enthusiasm in the wide range of physical activities provided. Pupils' good basic skills, positive attitudes and developing sense of responsibility prepare them well for secondary school and for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because teachers know pupils well, have high expectations of them and plan work that matches their individual needs and capabilities. They make good use of assessment and questioning to evaluate pupils' understanding and identify next steps in their learning. They use marking well to encourage pupils, and provide good guidance on how they can improve their work. Teachers plan interesting activities that motivate pupils, provide enjoyment and inspire them to work hard. They make good use of different methods and resources to help build pupils' understanding and skills. However, on some occasions teachers do not provide enough opportunities for pupils to take responsibility for their own learning and discover their own way of doing things. This restricts opportunities for pupils to explore different ways of thinking about their work. Teachers and teaching assistants work effectively together to provide support for pupils who need additional help. As a result, these pupils have full access to learning and make good progress.

Curriculum and other activities

Grade: 2

The school's curriculum is good. All subjects are well covered and there is a strong focus on developing pupils' basic skills. The well planned variety of experiences promotes good progress in learning and personal development. The school has developed some good creative links across the curriculum. Special events such as 'brain awareness week' and the Victorian day give pupils exciting and memorable experiences. The computer suite is used well to develop pupils' ICT skills, but there are not always enough resources for staff to plan effectively for the use of ICT in other subjects. The school has recognised this in its development plan. The school's extra-curricular provision is outstanding. Pupils of all ages can choose from a wide range of sporting, musical and other activities, including residential trips, which broaden their interests and enrich their experiences. The take up of these is exceptionally high.

Care, guidance and support

Grade: 2

The school provides good care, academic guidance and support for its pupils. Good relationships, combined with the high priority placed on pastoral support for all pupils, ensure that they feel safe and secure. Thorough induction systems ensure pupils' smooth transition into the school and to their next school. The procedures for child protection and safety are effective. The school is a safe, friendly environment and pupils from all ethnic backgrounds get on well together. Pupils at risk or in need of extra help are identified early. The school works well with parents, carers and a variety of external agencies to provide effective support. The separate, but integrated provision for pupils with learning difficulties and disabilities and for those with English as an additional language is very good. Academic guidance is good. Pupils are clear about their individual targets and how to achieve them.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and deputy form a strong partnership which nurtures staff and pupils and encourages success. Their leadership style is very open and inclusive, enabling middle managers and junior staff to get involved in developments and projects that interest them and to take the lead in managing their subjects. As a result, staff feel motivated and enthusiastic about their work and have confidence in their leaders. Senior staff are receptive to new ideas and keen to try out helpful initiatives, for example much useful innovation has occurred through the Horley Learning Partnership.

The school has good procedures for self-evaluation. The monitoring of teaching and learning is structured and rigorous, and has led to increased consistency in practice across the school, for example in using questioning techniques and in setting success criteria in lessons. This has secured good achievement and standards. However, there is still work to be done in creating a climate in which pupils take greater responsibility for their own learning. Tracking of pupils' progress is systematic and leads to accurate target-setting which, combined with skilful marking, helps pupils to improve further.

The governing body fulfils its role well. Governors have a clear understanding of the school's strengths and weaknesses and are kept well informed by senior staff. Parents are supportive

of the school and their children's education. Some would like more opportunities to communicate with the school on a day-to-day basis. Good opportunities for informing and involving parents, such as subject workshops, have been introduced recently and the school is working hard to improve consultation with its stakeholders.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	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

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
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

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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

14 May 2007

Dear Children

Inspection of Yattendon School, Oakwood Road, Horley, RH6 7BZ

Thank you for welcoming us to your school. We enjoyed our visit and it was a pleasure to talk to you. Most of you really enjoy coming to school and value what it has to offer you. You were very polite and friendly and showed that you behave very well. You told us that Yattendon is a good school, and we agree with you.

You make good progress in your work because of good teaching, and reach high standards by the time you leave in Year 6. You told us that your teachers are patient and help you to learn well. We agree with you and could see that they give you good guidance and support in your lessons. Teachers work hard to make your lessons interesting and this is one reason you do well. They expect a lot from you and you work hard to meet their expectations. Teachers give you challenging work but do not give you enough opportunities to think for yourselves. We have asked the teachers to give you more chances to learn by yourselves and discover your own way of doing things.

Your school is a very welcoming place. This helps you to settle in quickly and you soon become confident and happy. Teachers and other staff take good care of you, so that you are safe and happy in school. They keep a careful check on you so that if anyone has any problems they can sort them out. We were impressed by your very good understanding of how to lead healthy lifestyles. It was really good to see how well you joined in the physical activities and the many after school clubs that the school offers.

Your headteacher, staff and governors are good at organising the school so that everything runs smoothly. This is because they check up on things carefully and are always trying to make them better. For the school to get better still, we have asked them to do one other thing. That is to provide more opportunities for you to use your ICT skills in your day-to-day work.

Well done to you all and best wishes for the future.

Christine Canniff

Lead inspector