

Yatton Voluntary Controlled Infant School

Inspection report

Unique Reference Number	109222
Local Authority	North Somerset
Inspection number	337245
Inspection dates	25–26 November 2009
Reporting inspector	Stephen McShane HMI

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Mark Harding
Headteacher	Jo Keeble
Date of previous school inspection	3 February 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 12 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documents such as the school development plan and the school's tracking data on pupils' progress. There were 81 responses to the parents' questionnaires and these were scrutinised. The school also voluntarily issued questionnaires to all staff and the responses to these questionnaires were made available to the inspection team.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the learning and progress of different groups of pupils, particularly those who may be vulnerable to underachievement
- the impact of the new leadership structure and whether leadership is strong enough at all levels to continue to improve the school's effectiveness.

Information about the school

The vast majority of pupils attending the school live in Yatton village. There are currently eight classes, including Early Years Foundation Stage provision in three Reception classes. Recently, due to demographic changes in the area, the school has had a falling roll. The proportion of pupils with special educational needs and/or disabilities is below average, although the school has a small number of pupils who have complex learning needs. The vast majority of pupils at the school are from a White British heritage.

The school is currently exploring the possibility of federating with Yatton Junior School.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Yatton is an outstanding school. As one parent summed up, 'The school is a very vibrant and happy place to be. The leadership and teaching are first class.'

Pupils make outstanding progress at Yatton and attain very highly. They thoroughly enjoy school. They are very enthusiastic. Their exemplary behaviour means that they work very hard in the classroom and play exceptionally well together. Pupils' personal development is very strong. They are independent, make an outstanding contribution to the community and feel very safe.

The success of Yatton is due to a number of different factors:

- inspirational leadership by a headteacher who is relentless in her drive for the very best
- a harmonious and welcoming community where everyone is valued and the achievement of every pupil is paramount
- stimulating teaching that is consistently challenging and carefully adapted to the needs of individuals and groups
- a curriculum that gives excellent attention to the basic skills of literacy, mathematics and information and communication technology (ICT) and is vibrant, interesting and exciting
- sensitive support from all the adults so pupils are nurtured and cared for very well
- rigorous analysis of pupil progress data that determines where changes have to be made and the pupils who need additional help
- an enthusiastic team and community approach that involves governors, staff, parents and other partners in the life of the school and its very effective journey of continuous improvement.

The school knows its strengths and its areas for further development very well, and its capacity to improve, with its new, innovative leadership structure, is excellent. The school recognises that the management of teaching and learning does not yet allow leaders at all levels to share individuals' outstanding practice, disseminate it amongst colleagues and adopt it consistently throughout the school.

What does the school need to do to improve further?

- Ensure that leaders and managers at all levels rigorously monitor teaching so that the existing outstanding practices can be shared and then adopted consistently by the whole school.

Outcomes for individuals and groups of pupils

1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Pupils throughout the school, even the youngest, are very diligent in their learning. They concentrate for long periods and are tenacious in the way they tackle challenges and complete tasks to a high standard. Pupils work very well together; they are very supportive and are able to build on each other's ideas. Work seen in lessons was of a very high standard in reading, writing and mathematics. Assessments show that pupils' attainment has been well above average every year since the last inspection and is still improving. Pupils with special educational needs and/or disabilities make excellent progress. Those with reading or literacy difficulties make very quick gains as a result of diagnostic testing and very timely intervention. Those with more complex needs are making significant gains in their language acquisition, their attention and their basic skills.

Pupils have very well developed knowledge of how to live a healthy life and demonstrate it through their enthusiastic enjoyment of a wide range of physical activities, their energetic play, walking or biking to school, and their articulate discussions of healthy eating.

Through taking responsibilities in school as monitors, being on a very effective school council, making informed choices about their learning, influencing the curriculum of the school and participating in charity and local community events, it is clear that pupils' contribution to the community is outstanding.

All pupils are aware of the effective strategy promoted by the school of assertively challenging something by declaring, 'I don't like that' and use this appropriately in their daily life. This is one very effective way the school uses to empower its pupils and help them feel very safe. Pupils have a very good knowledge of risks such as those associated with the internet, roads, strangers and fireworks.

Pupils are very reflective at Yatton. They grapple thoughtfully with issues such as friendships and the prevention of bullying. They are kind and caring to each other, whatever their individual strengths or differences. They respond very appropriately to times of prayer and use the school's prayer box regularly as one way to help them sort things out. They have a well-developed and ever growing knowledge about different cultures.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching at Yatton is consistently challenging. Using their excellent knowledge of the pupils and the curriculum, teachers carefully adapt lessons so that pupils make the best progress they can. Challenging concepts are described using appropriate and technical vocabulary. These are then made to come alive through activities that are stimulating and age appropriate, for example 'phonic fingers', a robot who talks in phonemes, and a papier-mâché story-mountain to illustrate the constituent parts of a story. Lessons are interesting and fun for everyone. Teachers' questioning is perceptive and incisive. Adults and children are clearly fully engaged in learning and improving together.

The curriculum is well planned and carefully managed so that focused attention is given to specific skills such as phonics. Pupils are grouped in the best way for their learning using a mixture of setting, mixed age, mixed ability, small group and individual work. The curriculum includes a very wide variety of activities, including after-school clubs that have a high attendance. Different themes in the curriculum incorporate opportunities to practise basic skills in literacy and numeracy, use ICT, be creative in art, dance and music, meet visitors and go on outings. Yatton's dynamic curriculum adapts according to new initiatives, for example working towards the International and Healthy Schools awards, and develops following feedback from the pupils themselves. Innovative work in the school's 'Learning College' means that the pupils develop new skills of their own, choosing for example from film animation, cooking and the designing of T-shirts. Pupils are very well cared for at Yatton. They are expertly guided and prompted by kind and responsive adults. Pupils are very well supervised on the playground and the

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excellent provision of playtime equipment makes a very good impact on behaviour. Health and safety are important in the school and very good measures are in place. Pupils know how to immediately close down their computer screen if they are concerned about any image. This enhances internet safety and supplements the school's internet filters and regular information to parents and carers.

Provision for pupils with special educational needs and/or disabilities is excellent. Accurate assessment identifies pupils needing additional support quickly. Small group work is effective in improving basic number, literacy and social skills. Individual pupils are very well supported by knowledgeable learning support assistants. Work is carefully tailored to the pupils' needs. Very effective working with other agencies means that targets are appropriate and progress closely monitored. Signing and symbol systems are in use throughout the school to support learning.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	1
	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Feedback in staff and parental questionnaires frequently describes the headteacher as 'inspirational' and 'exceptional'. Under her leadership and management the school functions very efficiently. Through her presence in the playground and in the classroom she keeps closely in touch with pupils and parents and models the best of practice. She knows individual pupils well and has set up very robust systems to ensure that they achieve high standards, their progress is closely monitored and the provision in the school is responsive to their needs and always improving. A new leadership structure has resulted in a wider ownership of self-evaluation and improvement and very effective links between policy, practice, school development planning and innovations. This underpins the excellent capacity to continue to improve. While monitoring of teaching is effective and accurate, currently it is carried out by the headteacher and therefore opportunities are missed for the development of the skills of other leaders and the sharing of the exceptional practice of individuals.

The dynamic, reflective and self-critical governing body supports the school very well. The governors are principled, keeping the achievement of all children at their core. They are very knowledgeable about the school and its priorities. They question perceptively and challenge when appropriate and take their monitoring role, particularly in areas of pupils' progress and health and safety, very seriously. Provision for safeguarding pupils is good and there are ongoing plans and actions in place to make it even better. The

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school works with a wide range of partners including other schools, local business and other professionals and these links have a significant effect in improving the provision for pupils. There is a very effective parent/teacher association and there are many parent helpers. The school is very responsive to parents' and carers' concerns and opinions. The establishment of an excellent breakfast club, the introduction of opportunities to discuss the curriculum and improvements to communication are just a few examples of recent improvements that have happened because parents have asked for them.

The school's work in promoting cohesion is good, particularly its emphasis on the immediate locality and international communities, but the school recognises that there is still more to do and has good plans in place to enhance the pupils' understanding of growing up in multi-racial Britain. The school has excellent practice in ensuring all pupils succeed and no one is vulnerable to underachievement. They ensure that the curriculum gives the pupils information on different cultures and tackles issues of discrimination.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children thrive and make excellent progress in the Reception classes, building upon the many strengths developed at home and at their pre-schools. Children behave very well. They are articulate, and work and play confidently and industriously. Even at this young age they take responsibility for their own learning and are able to reflect on it together, with one child asking another 'are you proud of that?' The curriculum is consistently interesting. There is a very good balance of teacher-directed and child-initiated activities and excellent links between them mean that children can apply their knowledge in a

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variety of situations. Teachers are continually questioning and challenging the children. Adults actively teach appropriate behaviour and model language. The very effective engagement between school and parents and carers further enhances very effective learning and excellent care and guidance. Rigorous assessment that begins on entry means that each individual's progress is closely monitored. The analysis of this data and subsequent action have meant that further improvements have been made to provision to raise standards in writing, demonstrating one example of excellent leadership.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

All of the parents and carers who replied to the questionnaire were happy with their child's experience at the school. Comments included: 'It is a lovely school with a friendly and caring approach' and 'A great school run by a great team'. Many parents described the outstanding start their children had been given to their schooling and the exceptional care they had received. The inspectors fully supported these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yatton Voluntary Controlled Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	84	12	15	1	1	0	0
The school keeps my child safe	68	84	13	16	0	0	0	0
The school informs me about my child's progress	55	68	125	31	1	1	0	0
My child is making enough progress at this school	56	69	23	28	0	0	0	0
The teaching is good at this school	60	74	19	23	0	0	0	0
The school helps me to support my child's learning	59	73	22	27	0	0	0	0
The school helps my child to have a healthy lifestyle	56	73	22	27	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	51	30	37	1	1	0	0
The school meets my child's particular needs	55	68	23	28	0	0	0	0
The school deals effectively with unacceptable behaviour	46	57	29	36	0	0	0	0
The school takes account of my suggestions and concerns	45	56	30	37	0	0	0	0
The school is led and managed effectively	64	79	14	17	1	1	0	0
Overall, I am happy with my child's experience at this school	70	86	11	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 November 2009

Dear Children

Inspection of Yatton Voluntary Controlled Infant School, Yatton, BS49 4HJ

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you and seeing you work and play.

We found out that:

- your school is outstanding
- teaching is excellent
- you all do many interesting things
- you are all doing very well in your reading, writing and mathematics
- all the adults at your school care for you very much and work very hard to keep you safe
- your headteacher is making the school even better and better.

We were very impressed by your excellent behaviour and the way you concentrate and work very hard. We also saw how caring you are and how well you play together.

All the inspectors want to congratulate you and your school for being excellent and say to you, 'Keep up the good work!'

Our very best wishes in the future

Yours sincerely

Stephen McShane

Her Majesty's Inspector

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