

# Yapton Church of England Primary School

North End Road, Yapton, Arundel, BN18 0DU

**Inspection dates** 2–3 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- The school's leaders and teachers have not ensured that pupils make sufficient progress or attain highly enough since the last inspection.
- Pupils do not make fast enough progress, particularly disadvantaged pupils.
- Too few of the most able pupils attain the higher levels at the end of Key Stage 1.
- Pupils do not do as well as they should at the end of Key Stage 2.
- Teachers do not challenge pupils to achieve their full potential.
- There is too much persistent absenteeism, particularly among disadvantaged pupils. The school has not done enough to secure pupils' good attendance.
- Leaders and governors have not expected enough from teachers and pupils over time. They have not used information about pupils' achievement effectively to inform planning and make judgements about teachers' performance.
- The additional funding for disadvantaged pupils is not being spent effectively.
- The school does not ensure that pupils learn about the range of different cultures represented in modern Britain.

### The school has the following strengths:

- The recently appointed headteacher, supported by other leaders and governors, is raising expectations. The school is beginning to improve as a result.
- Children in the Early Years Foundation Stage are well served by the school. They are taught well and make good progress.
- Staff keep pupils safe and secure while they are at school.
- Pupils behave well at school and are proud of their work.

## Information about this inspection

- The inspectors saw teaching in every class. They observed one assembly, 18 lessons and pupils' behaviour in the playground and at lunchtime. Six lessons were observed jointly with the headteacher.
- Discussions were held with pupils, six members of the governing body, the headteacher and other members of staff. A discussion was also held with a representative from the local authority.
- The inspectors observed many aspects of the school's work, including support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils should learn in each subject, plans for the school's future development and records of the school's use of the primary school sports funding and pupil premium funding. They also scrutinised the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is monitored and records of how the quality of teaching is checked.
- The views of parents and carers were taken into account by taking note of the 18 responses to the online Parent View survey, a message from a parent or carer and discussions with several parents and carers. The inspectors also considered the 55 responses to the school's own survey of parental views.
- Staff views were taken into consideration by looking at questionnaires completed by 23 staff members and through discussions with several members of staff.

## Inspection team

Steven Popper, Lead inspector

Additional Inspector

Martin Marsh

Additional Inspector

Christine Dickens

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for the pupil premium, which is additional government funding for children known to be eligible for free school meals or in the care of the local authority, is lower than the national average.
- The proportion of disabled pupils and those who have special educational needs is higher than in most other schools. Some pupils have speech, language and communication difficulties.
- Most pupils are of White British heritage.
- Children in the Early Years Foundation Stage attend two, full-time Reception classes. There is a privately run pre-school adjacent to the school, but this is not managed by the school.
- The current headteacher and the two co-Chairs of the Governing Body took up their responsibilities in September 2014.

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

- Improve the quality of teaching and pupils' achievement by:
  - ensuring that all pupils consistently receive high levels of challenge
  - increasing the number of pupils achieving the higher levels in national tests
  - making better use of information about pupils' achievement to inform planning and teaching.
- Raise expectations across the school of what pupils can achieve.
- Improve pupils' attendance, particularly that of disadvantaged pupils, so that it is at least in line with the national average.
- Ensure that pupils learn about the range of different cultures represented in modern Britain.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management

### require improvement

- The expectations of the school's leaders and governors have been too low since the last inspection. Not enough has been required from teachers to ensure that pupils achieve their potential.
- The school's evaluation of its strengths and weaknesses has not been accurate or reliable. The quality of teaching has been overestimated, while weaknesses in pupils' achievement have not been fully acknowledged.
- The management of teachers' performance has not been effective and staff have not been held to account rigorously enough.
- Leaders have not made good use of information about pupils' achievement to inform planning and to make accurate judgements about the quality of teaching.
- Middle leaders have not been as effective as they should have been. They are beginning to take on responsibility for improvement in their areas of responsibility, but it is too early to judge the impact of this development.
- The school has earned the Dyslexia Friendly and Autism Aware awards. However, the school's leaders have not ensured that disabled pupils and those who have special educational needs do as well as they should.
- Pupil premium funding is not being spent effectively. It does not ensure that disadvantaged pupils' academic performance or attendance are good enough.
- The curriculum requires improvement because it does not ensure that pupils learn about the range of different cultures found in Britain today.
- The school has an International School Award and Arts Council awards and pupils learn a broad range of subjects that develop their understanding of the world and promote their spiritual, moral, social and cultural development. The principle of equal opportunities is strongly promoted and the school's work to guard against discrimination is evident in its inclusive ethos.
- The primary school sports funding is spent effectively on renewing sports equipment and extending pupils' engagement in physical education and sports. It is also used to develop teachers' expertise in teaching physical education. One result of this has been boys' improved attitudes towards dance.
- The school conducts its safeguarding work carefully and safeguarding meets statutory requirements. Leaders and governors ensure that staff training is up to date and that procedures are followed properly by all staff.
- The local authority has offered the school support since the time of the previous inspection, but the school has not always taken up this offer.
- The local authority is now working effectively with the school's leadership team to support school improvement. The new headteacher is successfully raising expectations in the school and ensuring that the school's evaluation of its performance is robust and lacking in complacency. The new school development plan identifies sensible priorities for improvement and measures designed to improve pupils' achievement and reduce inconsistencies in teaching. The monitoring of pupils' progress is beginning to improve and staff now understand that they are properly responsible for teaching consistently high-quality lessons.
- The new headteacher has been successful in developing good relationships with parents and carers. As a result, a very large majority of parents and carers who offered an opinion thought that the school was well led and would recommend it to others.
- **The governance of the school:**
  - Governors have not always challenged senior leaders sufficiently about the quality of teaching or the standards of pupils' performance and attendance. This is partly because the information they have received from senior leaders has not conveyed the school's situation accurately enough. However, governance has improved under the leadership of the new co-Chairs of the Governing Body. Governors now know that the school needs to improve and are offering appropriate challenge to the school's leadership team. They understand data about pupils' achievement and monitor the quality of school provision systematically through visits and discussions with leaders at all levels. Governors now check that the school properly holds staff to account for their performance and that any suggested pay awards can be justified. They also check that staff are given sufficient support to enable them to develop their practice. Governors now contribute to school improvement effectively, not least through their appointment of a headteacher who is successfully raising expectations.

## The behaviour and safety of pupils

require improvement

### Behaviour

- The behaviour of pupils requires improvement. While pupils generally demonstrate positive attitudes to learning while they are at school, their poor attendance shows that their overall attitudes to school, and to education more generally, are not good enough.
- Some pupils are inattentive in lessons when faced with activities that do not stretch them sufficiently.
- Most pupils take pride in their work and concentrate well during lessons, especially when suitably challenged. They are courteous and behave well towards one another during playtimes and lunchtime. They move around the school carefully and politely.
- The school manages pupils' behaviour effectively and consistently across the school, including in the Early Years Foundation Stage. Pupils with particular behavioural difficulties are supported well.
- School records reveal very few incidents of bullying or other forms of poor behaviour over time. The school has responded effectively to any incidents that have occurred. Pupils who talked to the inspectors said that there is no bullying in the school.
- The attendance of pupils is much lower than average. Far too many, particularly those who are disadvantaged, are persistently absent from school. However, the headteacher has raised the school's expectations in this area and attendance is slowly beginning to improve.

### Safety

- The school's work to keep pupils safe and secure is good.
- Staff supervise pupils well in all areas of the school and ensure that they are kept safe.
- The school teaches pupils how to keep themselves safe and avoid risk in different situations, including when using the road and when online.
- An overwhelming majority of parents and carers who offered an opinion thought that their children were safe and happy at school.

## The quality of teaching

requires improvement

- Teaching is inconsistent in quality. Teachers have not enabled enough pupils to make sufficient progress or achieve highly enough since the last inspection.
- Teachers do not consistently give pupils, especially the most able pupils, enough challenge. Activities are often too easy and do not enable pupils to learn well or achieve their potential. As a consequence, too few of the most able pupils attained results at the higher levels in any subject at the end of Key Stage 1. Several pupils, of all abilities, who talked to the inspectors said that the work they are given is too easy.
- Teachers have not always used information about pupils' achievement to ensure that their teaching meets the needs of different pupils effectively. While work is often too easy for pupils, there are also instances when the tasks set are much too difficult for particular individuals.
- Teaching in all subjects is beginning to improve. Work in pupils' current writing and mathematics books shows that pupils are now receiving helpful and accurate advice and making progress. Teachers are successful in promoting pupils' enjoyment of reading, and pupils who talked to the inspectors said that the feedback they receive helps them to develop their confidence and get better at reading.
- Teachers, teaching assistants and pupils respect each other and have good working relationships. Staff listen carefully to what pupils have to say.

## The achievement of pupils

requires improvement

- Pupils, particularly disadvantaged pupils eligible for the pupil premium, do not make enough progress. Their results in national tests have been too low at the end of Key Stage 2 and at the higher levels at the end of Key Stage 1.
- The school's results in the Year 1 national phonics (linking letters to the sounds they make) screening check were lower than average, especially for boys and disadvantaged pupils.
- The proportion of pupils attaining Level 2 or above in reading, writing and mathematics at the end of Key Stage 1 was above average in 2014. However, their results at the higher levels in all subjects, especially reading, were very low. Standards in all subjects at the end of Key Stage 2 were below national averages.
- The most able pupils do not make enough progress in any subject to ensure that they attain as highly as they should at the end of Key Stage 1. Their results at the end of Key Stage 2 are more mixed. Too few

of the most able pupils attained the higher levels in English grammar, punctuation and spelling at the end of Key Stage 2. Their results at the higher levels in reading and writing were above national averages, while their results in mathematics were slightly below.

- The attainment of disabled pupils and those with special educational needs is lower than that of other pupils nationally and in the school. The gap between the attainment of this group and that of other pupils widened last year. However, their progress from their different starting points is now improving as a result of more effectively matched support.
- The attainment of disadvantaged pupils in reading, writing and mathematics at the end of Key Stage 2 is much lower than that of other pupils in the school and nationally. The gaps in attainment in English and mathematics at the end of Key Stage 1 have widened for this group, but they narrowed again by the end of Key Stage 2, except in writing. By the time they leave, these pupils are approximately three terms behind the others in mathematics, two terms behind in reading and three and a half terms behind in writing. Disadvantaged pupils make slower progress than other pupils, both in the school and nationally, although their progress is beginning to improve.
- Children in the Early Years Foundation Stage make good progress from their starting points.

### **The early years provision**

**is good**

- Children enter the Early Years Foundation Stage with levels of knowledge and skill below those typical for their age. Effective teaching ensures that children progress well and end the Reception Year well prepared for Year 1. This is the key reason why the early years provision is good while the school requires improvement overall.
- Children make good progress across all areas of learning, although their progress in writing is slower than that in other areas. The proportion of children finishing the Reception Year with a good level of development is slightly below the national average.
- The indoor and outdoor classrooms are attractively presented and used to promote good learning habits. However, the displays of children's work do not include many examples of children's writing.
- Children practise their reading, writing and mathematics indoors and outdoors. Teaching is focused and effective, and most activities offered, whether adult led or child led, are purposeful and promote learning well.
- Children share resources, behave well and work together happily and cooperatively. They concentrate on their activities well and are supervised carefully at all times. Staff make certain that children are safe and feel secure.
- The early years leader makes certain that children are assessed accurately when they join the school. Staff evaluate children's learning and achievement regularly and thoroughly throughout their time in the Early Years Foundation Stage.
- Early years staff communicate well with parents and carers through home visits, by encouraging parents and carers to make informal visits to the setting and by running workshops about different areas of learning. Parents and carers are made welcome and are given opportunities to share the school's records of their children's learning with their children.
- The early years leader carefully monitors the quality of the early years provision. She guides other staff closely so that both early years classes offer the same high quality of teaching and ensures that there is good communication with the adjacent pre-school.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	126001
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	444010

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	272
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tricia Unicombe and Penny Davey
<b>Headteacher</b>	Nick Sharp
<b>Date of previous school inspection</b>	18–19 November 2010
<b>Telephone number</b>	01243 551246
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