

National Society Statutory Inspection of Anglican Schools Report

Yatton Church of England Voluntary Controlled Junior School

High Street,

Yatton

BS49 4HJ

Diocese: Bath and Wells

Local authority: North Somerset

Dates of inspection: 26th June 2007

Date of last inspection: 27th, 29th, 30th May 2002

School's unique reference number: 109214

Headteacher: Mr David Powell

Inspector's name and number: Wendy Simmons 127

School context

The school is a Church of England Junior School located in the large village of Yatton which has mainly owner occupied housing. There are 339 pupils on roll and they are taught in year groups with three classes to each. There is a below average entitlement to free school meals. Yatton VC Infant School is on the same site and most learners transfer from there. There are very few pupils of other ethnic backgrounds.

The distinctiveness and effectiveness of Yatton as a Church of England school are good

The school ensures that learners receive an education of high quality within the context of Christian belief and practice. There are very good links between the school and a number of Christian communities within the locality.

Established strengths

- The good way the school proclaims its Christian foundation creatively and visually in and around the building.
- The way the ethos of the school shines through and is epitomised by the range of opportunities available for learners.
- The well established school council as a vehicle for learners to contribute suggestions for school improvement.
- The excellent leadership of the head teacher and his positive and easy interactions with all learners and everyone connected with the school.

Focus for development

- Review the present system for the evaluation of Collective Worship using a simplified form and including opportunities for all teachers, support staff and children to comment.
- Continue to develop provision for the celebration of festivals and special services both in the Parish Church and in School.
- Further refine the school's self evaluation so that the Self Evaluation Form (SEF) and the Statutory Inspection of Anglican Schools self evaluation 'Toolkit' link up and complement each other.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Relationships between pupils and adults are good and pupils are able to develop as individuals through a range of activities and responsibilities such as the 'buddying' system with the Infant School and the peer support within the school. The contribution to learners' spiritual, moral, social and cultural development is evidenced through the links with the local Church and through links with the local secondary school in the expressive arts. Since the last inspection the school has enhanced the Christian foundation of the school with the prominent use of displays and pictorial texts in the foyer and around the school. The stained glass window at the entrance with the biblical text from Corinthians is a very good example.

The success of the school is attributed to its emphasis on 'Every Child Matters' and the five outcomes to successful learning and development. The school practises this through the care, guidance and support given to all learners. Carefully documented policies and procedures contribute to the well-being of all. Children have good social skills, are supportive of each other and at ease in the company of all adults. Lunch time is a pleasant social occasion. Hot lunches are provided and children sit at round tables where conversation is relaxed as well as stimulating. The ambience in the area where packed lunches are eaten is equally calm. The residential visits contribute to the learners' social development. Religious Education contributes significantly to the Christian character of the school. Learners are taught through the agreed syllabus of 'Awareness, Mystery and Value' and through innovative planning, are given opportunities to explore their feelings and beliefs and to understand the beliefs of others through studies of world religions. A lunch time activity called 'Lunch Bunch' is a Christian group which meets regularly and is led by members of the local church. Parents say the recent mini marathon is a good example of an activity that every child can enter where success is celebrated 'but it is OK just to take part' and thereby valuing the individuality of all children.

The impact of collective worship on the school community is good

Collective Worship is well planned and is led by a range of leaders including, not only, the headteacher, deputy head and members of the teaching staff but also leaders from Christian churches in the local area. The very good worship observed was led by the Pastor of Horsecastle Chapel. He followed the weekly theme of 'The Voice Inside Us' and his tremendous story telling and acting ability had the children transfixed as he delivered his message and succinctly linked this to 'Wisdom' from the Old Testament Book of Proverbs. The children sang well and the accompaniment was provided by the Rector, an accomplished pianist and the headteacher with his violin. A time of reflection was included as well as prayer and with the children saying the Lord's Prayer. The children are given many other opportunities to reflect. The order and practice of service is clearly one in which all pupils are very familiar. As one child remarked, 'We can sing the Lord's Prayer as well as say it'.

The effectiveness of the leadership and management of the school as a church school is outstanding

There are very good structures in place which promote a partnership between the headteacher, staff and governors. The governors' school improvement group monitors school development and has input to the School Improvement Plan. The headteacher, who is also the co-coordinator for Collective Worship, operates a distributive leadership style which maximises the strengths of the staff and holds them accountable for their responsibilities. For example the caretaker plays an active role in the year four residential weekend. The head identifies skills and talents among staff and volunteers and uses them for the benefit of all learners. The co-ordinator for Religious Education has developed specific lesson plans to support staff. She says, the 'Building Learning Power' strategy has changed the approach and she has reviewed planning with this in mind. This has contributed to innovative and discovery based learning where children can explore belief through discussion and the use of appropriate resources. The members of the School Council are secure in contributing to the way their school is led and managed and are able to comment on aspects of school life with confidence. They have also visited the North Somerset Council Chambers and met with council members increasing their understanding of citizenship. Collectively all those involved in the leadership and management of Yatton Church of England Junior school provide outstanding leadership.