

1. MAIN FINDINGS

Overall Summary

- 1.1 Yateley Manor School is well managed and successful at providing its pupils with many opportunities to learn and to develop very well. Good, and sometimes even better, standards are often achieved by pupils in all age groups, and in entrance and scholarship examinations to senior schools. Strong links are fostered with parents who in return support the school very well. The school needs to improve the consistency of teaching, put in place a rigorous system to monitor and evaluate its performance and to establish a formal staff appraisal system.

What the School Does Well

- 1.2 The school has many strengths of which the following are the most significant.
- The good, and sometimes even better, standards achieved by pupils in many subjects across the school.
 - The very good personal development of pupils.
 - The good standards of pupils' learning, attitudes and behaviour.
 - The good links with parents which result in their very good support for almost all aspects of the school's work.
 - The good start provided for the children as they enter the school in nursery classes.
 - The school's commitment to the provision of a broad range of learning opportunities for the pupils.

What the School Should Do Better

- 1.3 The school has the following shortcomings:
- Significant inconsistencies exist in the quality of teaching despite its overall good quality.
 - There is no effective, formal staff appraisal system.
 - The quality of teaching and learning is not monitored or evaluated in a systematic and rigorous way.

Standards of Attainment and Progress in Subjects

- 1.4 In the reception classes, children achieve well beyond the early learning goals set nationally for their communication, language and literacy and creative development. They make rapid progress in these areas of learning. Reception children also often achieve the goals early in the other four areas of learning for this age group: personal, social and emotional development; mathematical development; knowledge and understanding of the world; and physical development. They make good progress in each area.
- 1.5 By the age of seven, pupils' attainment is good in relation to their abilities, with the exceptions of history and music where attainment is high. In information and communication technology (ICT) the pupils' attainment is in line with their abilities. Pupils' overall progress in relation to their abilities is good with some rapid progress being made in history and music. By the age of 11, pupils' attainment and rate of progress are good in relation to their abilities with a few exceptions. Pupils' attainment in French and history is in

line with their abilities, Their progress is increasingly good in science and in line with their abilities in French and history. In music, pupils of all ages who take instrumental tuition often make good progress.

- 1.6 By the age of 13, pupils' overall attainment and rate of progress are good in relation to their abilities. Their attainment is high and the rate of progress is rapid in English. In science, some rapid progress is taking place. In music, pupils of all ages who take instrumental tuition often make good progress. Pupils' progress is in line with their abilities in French and history.
- 1.7 By age seven and 11, pupils' results in the 2003 national tests were well above the national average at expected and higher levels for the nearest equivalent primary schools in English, mathematics and, at age eleven only, science. Pupils consistently achieve good results in entrance examinations to senior schools, with a number of scholarships being awarded each year. The levels of attainment and the rate of progress prepare pupils well for the next stage of their education. Pupils with educational needs and the small number for whom English is an additional language frequently achieve well and make good progress, particularly when receiving specialist one-to-one tuition in learning support sessions.

The Quality of Pupils' Learning, Attitudes and their Behaviour

- 1.8 The quality of pupils' attitudes to learning and of their personal development and behaviour is good for their ages, abilities and aptitudes and conducive to the learning process. The quality of learning is good. Most pupils are competent learners who respond positively in lessons. Their attitudes and behaviour are good. Pupils relate well to each other, to teachers and to others for whom they show respect for their feelings, values and beliefs.

The Quality of Teaching

- 1.9 The quality of teaching is good, with some very good features, across the school and makes an effective contribution to pupils' attainment and progress. In eight of every 10 lessons, teaching was good or better, with four in every ten lessons containing very good or excellent teaching. Teaching was less than satisfactory in very few lessons. Consistent strengths of teaching include good subject knowledge, the effective use of time and resources, the general levels of support offered to pupils as they work and the positive relationships between pupils and teachers. Despite the overall good quality of teaching, the needs of pupils with special educational needs and those capable of higher attainment are not met consistently.

Other Aspects of the School

Attendance

- 1.10 Pupils' levels of attendance throughout the whole school are very good. Registration of the pupils is carried out efficiently. Pupils arrive punctually in the mornings but punctuality is much more inconsistent during the day.

Assessment and Recording

- 1.11 Systems for assessing and recording pupils' attainment and progress are good, being efficient thorough and appropriate for the age of pupils, their particular needs, including those with a statement of special educational need, and their stage of development. Assessment procedures and the teachers' marking are good, being frequent, accurate,

consistent and effective in assisting pupils to make progress. The use of assessment information is making a sound contribution to curriculum development and planning.

Curriculum

- 1.12 The curriculum is satisfactory; it is broadly based and generally balanced through the areas of learning for children under five and the subjects and courses offered to older pupils. It contributes effectively to the intellectual, physical and personal attainment and development of the pupils. Appropriate provision is made for a statement of special educational need. The curriculum is appropriate for the ages, abilities, gender and ethnicity of all years and prepares them well for the next stage of education. However, there is some imbalance in respect of the music curriculum. With the exception of nursery, there was little evidence of tasks being consistently planned to meet the specific needs of pupils requiring learning support or those capable of higher attainment.

Teaching and Non-teaching Staff

- 1.13 The number, qualifications and the experience of teaching and non-teaching staff are good and contribute well to the quality of education provided and the educational standards achieved. The staff are sufficiently qualified and experienced for the roles they are required to undertake and are effectively deployed. The adult-pupil ratio in the Foundation Stage is inconsistent. It is unsatisfactory that the school has no formal policy of appraisal in place.

Resources for Learning

- 1.14 The quantity, quality and accessibility of educational resources are good. These resources are well managed and they are used effectively throughout the school to promote the quality of teaching, learning, study and recreation. The recent major investment in ICT has been of particular benefit to the school community, and is providing many valuable teaching and learning opportunities for teachers and pupils.

Libraries

- 1.15 The range, availability, quality and accessibility of library stock are good and are effective in supporting pupils' attainment, progress and quality of learning. Additional resources are required regarding multi-cultural literature for all age groups and for music in Yateley Manor library. The library premises and stock are well managed.

Premises and Accommodation

- 1.16 The premises and accommodation are good. The provision, quality and condition of the buildings and grounds are suitable for their purpose, and appropriate for the numbers, abilities, ages and gender of the pupils. The premises and accommodation are well managed and give good support to the curricular provision, and to teaching and learning. Since 1990, an extensive building programme has transformed the school into its present attractive yet functional setting.

Links with Parents and the Community

- 1.17 The school has a positive and effective partnership with parents and a number of worthwhile links with the community, which enrich the quality of education for pupils. Reporting to parents is consistent throughout the school. Written information sent to parents is of a very good quality. The parental questionnaire returns showed that the great majority of parents are very supportive of the school and are very satisfied with the education provided. A minority of the parents expressed concern about the information they received on pupil progress and the opportunities to discuss pupils' work, while nearly one-fifth were dissatisfied with the help given to pupils with learning difficulties. The school should address these minority concerns.

Pupils' Personal Development

- 1.18 The provision for pupils' personal development is very good. The school provides a very good range of suitable opportunities through which pupils can develop a system of spiritual beliefs and a moral code, as well as developing appropriately personally, socially; and culturally. All children benefit equally from the provision in these areas.

Pastoral Care

- 1.19 Pastoral care is good. The pastoral system supports all children, including those of minority groups and requiring learning support, with equal care. The school cares effectively for all its pupils well being, development and safety through its good arrangements for pastoral support and guidance and for welfare, health and safety.

Governance and Management

- 1.20 The school is soundly governed and well managed. Governance and management provide clear educational direction for the work of the school which is reflected in the good quality of education and the standards achieved by all its pupils. A good amount of informal monitoring and evaluation of the school's work is taking place, for example, as the headteacher visits classes, but a more formal and structured system of appraising the quality of teaching and learning is lacking.

Achievement and Quality in Activities

- 1.21 A wide range of activities is offered by the school. Achievement and quality in the activities provided are appropriate for the ages, aptitudes and abilities of the pupils concerned and the quality of provision makes a good contribution to the personal development of the pupils. The programme is implemented effectively and managed to support all the boys and girls equally.

Progress Made by the School since its Last Inspection

- 1.22 The school has made good progress since the February 1994 inspection. The improvements made to the accommodation and resources have been excellent, for example, in providing a new teaching block.

Compliance with the Regulations for Registration

DFES Standard		Does the School meet the regulatory requirements?
1 Quality of education:	1.(2) Curriculum	Yes
	1.(3)-(5) Teaching	Yes
2 Spiritual, moral, social and cultural development of pupils		Yes
3 Welfare, health and safety of pupils		Yes
4 Suitability of proprietors and staff		Yes
5 Premises and accommodation		Yes
6 Provision of information		Yes
7 Manner in which complaints are to be handled		Yes

Actions Required for Compliance with the Regulatory Requirements

- 1.23 No action is required.
- 1.24 In addition to the actions set out above, the school is asked to address any issues highlighted in What the School Should Do Better. These are set out as recommendations for the school in Section 2 of the report.

2. MAIN RECOMMENDATIONS

2.1 The main recommendations are listed below. The numbers in brackets refer to relevant paragraphs in the body of the report. The schools needs to take action on the following in order to maintain and improve the standards of pupils' work and the quality of education provided.

R1 Improve the overall consistency of the quality of teaching by:

- Ensuring that pupils of all abilities receive appropriate and consistent levels of challenge in their lessons
- Establishing a rigorous programme of lesson observations that provides teachers with opportunities and feedback to develop their teaching skills and to improve the effectiveness of their work

(Paragraphs 5.1; 5.3 to 5.5; 5.8; 5.17; 8.22; 8.23; 8.45; 8.51)

R2 Put in place an effective system of staff appraisal

(Paragraph 5.24)

R3 Put in place a rigorous system for monitoring and evaluating the quality of teaching and learning by:

- Planning and implementing a programme of lesson observations, as part of the cycle of actions to monitor the school's performance
- Specifying the monitoring and evaluation role of staff with management responsibility and providing them with the time and training to carry this out, as necessary

(Paragraph 7.2; 7.4; 8.1; 8.10; 8.16; 8.53; 8.61)