

# Inspection of Yapton CE Primary School

North End Road, Yapton, Arundel, West Sussex BN18 0DU

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Inspection dates: 21 and 22 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

This is a friendly and welcoming school. Leaders are determined to give pupils the very best start to their education. Following changes to the school, most pupils now achieve well both academically and in their personal development.

Pupils behave well. They wear their 'Yapton Crown' with pride, living up to leaders' high expectations for their behaviour. Pupils know routines well because these are established quickly in the early years. Pupils treat others with kindness and compassion adhering to the school's 'THINK' values of 'truthful, helpful, inspiring, necessary and kind'. These help them consider the effect of their actions on others. This builds a harmonious environment where pupils feel safe.

Older pupils act as positive role models. They take their responsibilities such as house captains and playground pals very seriously. Pupils make a tangible difference to the school through 'Community Circles' where they contribute to school improvement and feed back to their peers on important changes that are agreed. Pupils are keen to help others, raise funds for the local dog shelter and have baked biscuits for the local hospice.

Many parents are effusive in their praise for the school. As one parent commented: 'Staff are dedicated to ensuring that all pupils are happy, safe and achieve their best'.

## **What does the school do well and what does it need to do better?**

The school have worked tirelessly to successfully address the issues identified in the previous inspection. The governing body knows the school well. Decisive actions have been taken to improve the educational outcomes for all pupils. School-wide training ensures staff are equipped with the expertise to deliver the curriculum well. These improvements, while not reflected in published outcomes in summer 2023, are evident in pupils' current achievement across the curriculum.

The school's personal development programme is exemplary. The 'Yapton Journey' identifies the trips, visitors and experiences that bring pupils' learning to life. Pupils embrace different faiths and cultures through well-considered curriculum and assembly activities. They learn about different relationships and how to be a good friend. They enjoy debating ideas, learning to 'disagree respectfully'. Pastoral support is a strength. All pupils know their identified 'go-to adult' will listen to any worries they may have. Opportunities for citizenship and community work are planned in exceptionally well for every year group.

The curriculum is purposefully designed, providing pupils with meaningful experiences to apply and secure their learning. The knowledge pupils are to learn has been identified precisely and sequenced to address the school's mixed-aged classes well. Reading is prioritised across the curriculum. The well-planned phonics programme ensures that, from their first days in the early years, children learn the

sound letters make. This means that pupils are now learning to read more quickly and more accurately than in the past. The high-quality texts that are the backbone of the curriculum ensures pupils develop a love of reading.

Assessment processes are now in place across the curriculum and used well to provide checks on pupils' progress. This ensures pupils' special educational needs and/or disabilities (SEND) are identified accurately, and effective support plans are put in place. Additional support is structured carefully to help all pupils succeed, including those who are disadvantaged. This means that all pupils access the full curriculum, with adaptations appropriate to their needs.

Teachers have secure subject knowledge. Adults provide pupils with effective support and clear guidance on how they can improve. In the early years, children get a great start to their education. They achieve well gaining the skills they need to be well prepared for Year 1. Across the school, tasks with clear learning intentions are designed well to tease out pupils' understanding. However, pupils do not have sufficient opportunities to practise their writing across the curriculum. This means that pupils' achievements in writing are not as good as they could be.

The school's work to reduce previously high pupil absence has begun to yield success, with more pupils now attending school regularly. However, attendance is not yet high enough. As a result, some pupils are missing important learning and are not achieving as well as they could.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- While pupils get useful opportunities to write for a range of purposes in English, they do not write often enough across the curriculum. This means that pupils' written responses are variable and do not always demonstrate the depth of their understanding. The school needs to increase expectations of written work across the curriculum, providing pupils with sufficient opportunities to practise key writing skills.
- Despite the work done to address low attendance, absence is still too high for some pupils. As a result, these pupils are not learning as well as they could. The school should ensure that their ongoing work with parents leads to all pupils attending school as much as they can.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	126001
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10321904
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	294
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ben Read
<b>Headteacher</b>	Kim Huggett
<b>Website</b>	<a href="http://www.yaptonschool.org">www.yaptonschool.org</a>
<b>Dates of previous inspection</b>	15 and 16 March 2022, under section 5 of the Education Act 2005

## Information about this school

- Yapton Church of England school is part of the diocese of Chichester. The last section 48 inspection of the school's religious character took place in October 2016. The next one is due by the end of 2024.
- The school manages its own before- and after-school provision.
- The school does not make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors met with the headteacher and other senior leaders. They also met with members of the governing body, representatives of the local authority and the diocesan advisor.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography, religious education and design and technology.
- For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, the inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, the inspectors scrutinised a wide range of information, including a selection of the school's records. The inspectors spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. The inspectors spoke to the safeguarding leader about the recording and reporting of safeguarding incidents.
- The inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Parent View. The inspector also took account of staff responses to Ofsted's online questionnaire.

### **Inspection team**

Laura James, lead inspector	His Majesty's Inspector
Carla Laney	Ofsted Inspector
Vickie Farrow	Ofsted Inspector

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