

# Yateley School

School Lane, Yateley, Hampshire GU46 6NW

## Inspection dates

30–31 January 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
16 to 19 study programmes	<b>Outstanding</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The newly appointed headteacher has quickly identified priorities for further improvement. He is supported well by other leaders and has brought a fresh energy to the school.
- Leaders consistently hold staff to account for outcomes. This has led to a sharper focus on improvement so that outcomes are now good.
- Pupils' attainment in GCSE examinations in 2017 was in line with that of other pupils nationally. Overall progress was the same as that of other pupils with similar starting points.
- Last year pupils' progress in English GCSE examinations was disappointing. Leaders have acted swiftly and decisively to ensure that current pupils are better prepared this year.
- Governors hold leaders to account well for the progress of pupils. They receive a good standard of information from school leaders to enable them to challenge the school effectively.
- Safeguarding is highly effective and staff understand their role in keeping children safe. Pupils enjoy school, feel safe and know how to keep themselves safe.
- Attendance is above average. However, some disadvantaged pupils do not attend school frequently enough. This hinders their progress.
- Pupils are supported well by the school's pastoral leaders. Those pupils who have special educational needs (SEN) and/or disabilities are well cared for by teachers and other adults so that they can access learning effectively.
- Teachers have strong subject knowledge. This enables them to ask insightful questions to challenge and stretch pupils' learning.
- Teaching is a particular strength in the sixth form. This leads to students deepening their knowledge and understanding.
- Outcomes at A level are well above the national average. This enables a higher percentage of students to be successful in gaining places to higher education institutions.
- The curriculum is broad and balanced and enables pupils to pursue their interests. Creative, technical and performing arts are particularly strong. The extensive range of extra-curricular opportunities are highly valued by pupils.
- Pupils invariably behave well in lessons and around the school site, having respect both for each other and for adults alike.
- Pupils attending alternative provision are supported well to succeed in their choice of courses.

## Full report

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

- Further accelerate the progress made by pupils by:
  - taking steps to improve the quality of teaching in English at key stage 4 so that pupils are well prepared for their GCSE examinations
  - ensuring that disadvantaged pupils attend school regularly so that they can catch up with other pupils nationally
  - sharing the best teaching practice within the school across all departments.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The recently appointed headteacher has a clear vision for the school. He has quickly won the trust and confidence of the whole school and has injected renewed energy and ambition at all levels. He has acted promptly and decisively in identifying key priorities for improvement.
- Parents have responded positively to the headteacher's determination to ensure that all pupils are safe, happy and achieving well. One parent who responded to Ofsted's online questionnaire, Parent View, wrote: 'The new headteacher is excellent and he has already made a significant contribution to the school. He really cares about the pupils, staff and the continuous improvement of the school.'
- Leaders at all levels have heightened their expectations. Systems for monitoring the quality of teaching and learning, and holding staff to account, are very strong. Staff have responded well to the increased rigour asked of them within a supportive working environment.
- The leadership of teaching, learning and assessment is strong. Leaders who visited lessons and looked at samples of work with inspectors demonstrated that they have an accurate view of the quality of teaching. They also know how to improve learning further.
- Staff welcome the renewed focus on improving teaching and learning as part of their professional development. Newly qualified teachers value the effective support and training they receive, especially the precise support provided by their teacher mentors. Senior leaders support and coach staff well to improve the quality of teaching.
- All teachers are aware of the school's priority to help disadvantaged pupils make more rapid progress to reach the outcomes achieved by others nationally. Since the last inspection, leaders have used funding successfully to reduce the achievement gap between disadvantaged pupils and others within the school. However, leaders know that they must continue to focus on accelerating progress for disadvantaged pupils to enable them to achieve as well as other pupils nationally.
- Pupils are prepared well for life in modern Britain. They have a clear understanding of fundamental British values through the strong personal, social, health and economic (PSHE) education lessons, assemblies and tutor time activities they attend. Many subjects contribute well to pupils' spiritual, moral, social and cultural experience by raising their awareness of other cultures, by reflecting on threats to the natural world, and by discussing moral dilemmas.
- The curriculum offers pupils the opportunity to study a wide range of subjects to suit their interests and aspirations. Technical and creative subjects are particularly strong and popular. Leaders have recently reorganised the curriculum to enable pupils to move more easily between different ability groups. Pupils are supported and guided well to ensure that they follow appropriate courses for their ability.

- Pupils enjoy a wide range of extra-curricular activities on offer such as music, drama, school productions and sporting activities. This helps pupils to develop their skills further beyond the taught curriculum.
- Leaders use the catch-up funding in Year 7 well to improve pupils' reading ages and develop their literacy and numeracy skills. Year 8 pupils who read to inspectors were able to use effective strategies to decode words. Reading is encouraged throughout the school.
- Leaders also make good use of funding provided to support pupils who have special educational needs (SEN) and/or disabilities. These pupils make very strong progress because the SEN coordinator (SENCo) makes accurate assessments of the help needed and allocates support staff and resources to where they have most impact.
- The local authority has been effective in supporting leaders to identify precisely the actions needed to improve outcomes further. Its support with professional development is very effective and positively valued by teachers.

### **Governance of the school**

- Governors are effective in holding leaders to account for their work to improve the school. Each governor is linked to a particular department or aspect of the school, and they meet key leaders regularly. This strategy is enabling them to have a more in-depth view of specific aspects of the school and to ask relevant questions.
- Governors receive valuable information from school leaders. It enables them to challenge school leaders very effectively to ensure that leaders focus on the key priorities for improving outcomes further.
- Governors fulfil their statutory responsibilities effectively. They undertake regular training relating to areas such as radicalisation. They also ensure that they oversee the school's work to keep pupils safe. Currently they are working with leaders to improve further the site security.

### **Safeguarding**

- The arrangements for safeguarding are effective and comprehensive. All staff understand their role in keeping pupils safe, and are vigilant and rigorous in following up any concerns. Pupils know what to do and whom to approach should they have any concerns around their safety.
- All appropriate checks are carried out to ensure that staff are safe to work with pupils. The recording of these checks meets statutory requirements. The site, while open, is carefully monitored and keeps pupils safe.
- The school's policy on safeguarding and staff training is comprehensive and fully up to date.
- Pupils are taught well about aspects of safeguarding, for example e-safety and child sexual exploitation. Staff are tenacious in following up with the appropriate external agencies any child protection concerns they have about pupils.

## Quality of teaching, learning and assessment

Good

- In the most effective examples of learning, teachers use their strong subject knowledge and skilful questioning to challenge and deepen pupils' understanding. This was seen, for example, in English, where Year 8 pupils were challenged to write about a 'dystopian' (unpleasant) world, and in geography and history, where teachers' probing questions engaged pupils well.
- Middle leaders now analyse assessment information to identify where pupils have gaps in their knowledge and understanding, and adjust their teaching plans accordingly. The head of mathematics is concentrating on introducing regular problem-solving sessions, starting in Year 7, so that pupils develop confidence to answer this style of question. Teachers show pupils how to produce high-quality work, which helps to improve pupils' confidence in their writing and revision techniques.
- Teachers' planning meets pupils' needs in most subjects and in most year groups. Teachers devise engaging activities that motivate pupils to do their best. For example, in mathematics, pupils enjoyed the challenge of using online resources that enabled them to stretch their learning with more difficult mathematical problems.
- Work in pupils' books, together with observations of learning, show that pupils are developing their literacy skills well across the curriculum. They are confident to read aloud, to verbalise their ideas and, increasingly, to write fluently and in an extended way.
- The majority of teachers give pupils helpful written and verbal feedback in line with the school's policy. Where pupils learn well, they make good use of the time they are given to reflect on their next steps and make any necessary improvements to their work. For example, teachers' advice and guidance in graphics leads to pupils creating exemplary work.
- Teaching assistants support pupils who have SEN and/or disabilities extremely well. Their timely interventions enable these pupils to access their work and make rapid progress to catch up with their peers. Support and guidance from the SENCo enables teachers to adapt learning effectively to support these pupils.
- Most-able pupils are challenged in lessons, in some cases by more difficult additional questions or by moving more quickly to higher-level work and skipping the easier tasks.
- Teachers enable warm and professional relationships with pupils and a productive atmosphere in classrooms. The majority of pupils show respect for their teachers by paying attention in lessons and taking care with their work. A minority of boys do not take enough pride in their work. Consequently, the notes in their books are not helpful for future learning. The level of pupils' engagement in lessons is consistently high.
- In all subjects, teachers reinforce pupils' literacy skills well by demanding the use of subject-specific vocabulary and technical terms in their writing. In mathematics, teachers expertly test pupils' understanding of key mathematical terms.
- More than 85% of parents and carers who responded to Parent View feel that they receive valuable information about their children's progress. They are complimentary

about improved communication with home since the appointment of the new headteacher.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- An informative PSHE education programme encourages pupils to value others' diversity positively. Pupils are well informed about mental and physical health issues through PSHE lessons.
- In addition to the comprehensive PSHE education programme, pupils gain valuable understanding from assemblies. For example, during the inspection, pupils had an assembly which focused on a number of core values such as valuing one another, working together and being part of a global community. Such strategies are helping pupils to prepare well for life in modern Britain.
- Pupils appreciate the house system and the sense of belonging. They particularly value the strong support they receive from their pastoral leaders, and the fact that they are known as individuals in a large school.
- Parents who responded to Parent View are mostly supportive of the school. They appreciate the opportunities offered and the support that pupils receive. One parent wrote: 'I couldn't fault Yateley School. My son is learning and achieving.'
- Pupils say that bullying is rare and that homophobic bullying is unacceptable. On the rare occasions that bullying does occur, staff deal with it quickly and effectively. Pupils know whom to go to if they have a problem. The number of bullying incidents in the school is low over time. Many parents commented that the pastoral leaders deal with situations promptly and effectively. One parent said: 'They made my child a priority to be happy and resolved a very upsetting situation quickly...'
- Pupils take on additional house responsibilities in Year 11. In this role, they become involved in a broad range of school activities including, for example, volunteering as house captains for sport, music or drama. This enables pupils to develop leadership opportunities.
- Pupils are taught well how to keep themselves safe, including using their own devices online. Their understanding about the risks they are vulnerable to in modern society is strong.

### Behaviour

- The behaviour of pupils is good, including that of the small number who attend the alternative provision. Pupils are polite and courteous. Pupils were welcoming to the inspectors, saying 'Hello' and always thanking inspectors if they held a door open for them. During break and lunchtimes, they socialise happily together and interact well with each other and with staff. Pupils wear their uniform smartly and keep the school free from litter.

- Pupils behave well in lessons and around the school and, mostly, move purposefully at lesson-change times. In lessons, pupils are keen to learn and disruptions to learning by pupils are infrequent. The number of exclusions is reducing rapidly and is below the national average. Furthermore, behavioural incidents in school are declining. Pupils and staff say that behaviour has improved since the new behaviour procedures were introduced.
- The attendance of pupils making use of alternative provision has improved and they are now better engaged in their learning.
- Historically, attendance for all pupils has been above that of other pupils nationally. However, disadvantaged pupils frequently miss much more school than they should. This is affecting their learning and progress. Although improving, leaders are aware that there is more work to do in this area before levels of attendance of disadvantaged pupils are good.

### Outcomes for pupils

**Good**

- GCSE results for 2017 show that the proportion of pupils who achieved standard passes in both English and mathematics was in line with the national average. Pupils' attainment overall was above national averages, with pupils doing particularly well in mathematics, science, and technology subjects.
- In 2017, Year 11 pupils made progress similar to that of other pupils nationally from similar starting points in their GCSE examinations. They typically made good progress across a range of subjects, although their progress in English was less secure. Leaders rightly recognise that pupils' progress in English has dipped compared with previous years. Also, disadvantaged pupils with similar starting points made less progress than others nationally in a range of subjects.
- The school's own information, based on assessments that are checked by subject leaders, shows that most pupils currently make strong progress towards challenging targets. Teachers use the data provided from assessments effectively, identifying those pupils who are not making expected progress and providing effective interventions.
- Current pupils, whatever their starting points or particular learning needs, are making good progress in many subjects. In all years, the differences between disadvantaged pupils' progress and that made by other pupils have narrowed, particularly in key stage 3. Subject leaders ensure that teachers plan learning that helps disadvantaged pupils to make good progress.
- Additional funding for disadvantaged pupils is being spent well on providing extra support for targeted pupils, which is having a positive effect in helping them to make more rapid progress.
- A small number of pupils attend off-site provision at Rowhill Pupil Referral Unit. They follow a programme tailored to their needs and are making expected progress from their starting points. School staff have regular contact with staff in the off-site provision to check up on pupils' attendance, safety and progress.
- Careers education, guidance and support are strengths of the school. All pupils, throughout the school, receive input through their PSHE lessons. Pupils in key stage 4 access work experience, have careers interviews and receive strong support to make

the decisions on their next steps. As a result, very few leave the school without entering employment, education or training.

- The most able pupils typically make good progress and achieve well across a range of subjects. In mathematics, in particular, their work challenges them effectively. For example, during the inspection, Year 8 pupils grappled with constructing polygons and were supported well by their teacher to overcome misconceptions.
- Pupils who have SEN and/or disabilities are provided with specific support from their teachers and additional adults in lessons. For example, the high quality of support for the pupils in the 'access' group is having a positive impact on their attitudes to learning and the increasingly rapid progress they are making.
- Teachers had not prepared pupils well enough for the new GCSE English requirements last year. Leaders are taking effective action to change the curriculum and further increase the levels of challenge in English. To address this, subject staff now work routinely with teachers in a number of local schools to ensure that their assessments are accurate.

## 16 to 19 study programmes

## Outstanding

- Leaders are highly ambitious for students in the sixth form. This is communicated to and understood well by students and staff alike, leading to a culture of high expectations in the sixth form.
- Leaders are reflective about the curriculum they offer to students and ensure that it meets their individual needs. Leaders have a clear moral purpose and aim to be as inclusive as possible. As a result, the average prior attainment on entry to the sixth form is lower than the national average.
- Outcomes for students in the sixth form are now well above the national average for students studying A-level courses, including disadvantaged students. Students studying vocational courses do equally well. Last year a small number of students taking an external off-site physical education course did not do as well as they should have, but leaders acted promptly to remove this course and bring it in-house.
- Teaching in the sixth form is invariably very strong and often exemplary. Leaders' precise tracking identifies quickly any students falling behind. Students receive appropriate support and timely interventions to ensure that they remain on track to achieve their ambitious targets. As one student said: 'At other colleges you're a number; at Yateley you're a person.'
- Teachers' subject knowledge is a major strength of the provision and enables teachers to deepen students' understanding through highly insightful and effective questioning. This was very evident in lessons visited by inspectors in a wide range of subjects, for example in graphics where the teacher's probing questions checked how well students understood the design process. In mathematics, students work very positively and confidently in tackling higher-level work.
- Teachers enable students who did not achieve English or mathematics at GCSE to make better progress than other students nationally. The number of students gaining the higher pass grades has increased.



- The percentage of students continuing in education, employment or further training is high. Sixth-form students are ambitious to go to university and this leads to higher numbers entering higher education than seen nationally. Students are prepared extremely well, both with their applications to university and for entering into modern apprenticeships. Careers information and guidance are significant strengths.
- Students know how to keep themselves safe and regularly attend school. They are less clear on what they have been taught about the dangers of radicalisation.
- Students are proud to be part of the sixth form and take an active role in supporting other pupils. For example, they enjoy the opportunities to lead extra-curricular activities for younger pupils. Their involvement in charity work is impressive. Students and pupils across the school raised £16,000 for charities last year.

## School details

Unique reference number	116433
Local authority	Hampshire
Inspection number	10036942

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

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,335
Of which, number on roll in 16 to 19 study programmes	265
Appropriate authority	The governing body
Chair	Sarah Jones
Headteacher	Paul German
Telephone number	01252 879 222
Website	<a href="http://www.yateleyschool.net">www.yateleyschool.net</a>
Email address	<a href="mailto:admin@yateley.hants.sch.uk">admin@yateley.hants.sch.uk</a>
Date of previous inspection	25–26 November 2015

## Information about this school

- The school is a larger than average-sized secondary school with a sixth form.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who have SEN and/or disabilities is in line with the national average.
- The proportion of disadvantaged pupils is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

- Currently, 14 pupils attend off-site provision at Rowhill Pupil Referral Unit, Aldershot, which is organised through the local authority.

## Information about this inspection

- Inspectors observed learning in 48 lessons, including a number of short visits to three tutor rooms. Several lessons were visited jointly with senior leaders. During visits to classes, inspectors looked at pupils' work in books.
- Inspectors also examined a selection of pupils' work from key stages 3, 4 and 5.
- Meetings were held with the headteacher and staff, including newly qualified teachers, academic senior and middle leaders, and pastoral leaders. Inspectors also met governors, including the chair of the governing body, and had telephone conversations with two external advisers from the local authority.
- Inspectors took account of 182 responses from parents to Ofsted's Parent View, as well as written comments submitted by 180 parents.
- Pupils' views were gathered from meetings with groups from Years 7 to 11 and the sixth form, and from responses to Ofsted's pupil questionnaire. Informal conversations with pupils took place around the school site.
- Inspectors scrutinised a wide range of school documentation. This included leaders' evaluations of the school's performance, the self-evaluation, the school improvement plan, information about standards and pupils' progress, the school's website, records of behaviour and attendance, external reviews, governors' minutes, and a range of policies and information, including those relating to safeguarding.

## Inspection team

Christopher Lee, lead inspector	Ofsted Inspector
Paul McKeown	Ofsted Inspector
Damian Booth	Ofsted Inspector
Anne Cullum	Ofsted Inspector
James Rouse	Ofsted Inspector

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