



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
YATELEY MANOR SCHOOL**

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## Yateley Manor School

Full Name of School	<b>Yateley Manor School</b>
DfE Number	<b>850/6045</b>
Registered Charity Number	<b>307374</b>
Address	<b>Yately Manor School 51 Reading Road Yateley Hampshire GU46 7UQ</b>
Telephone Number	<b>01252 405500</b>
Fax Number	<b>01252 405504</b>
Email Address	<b>office@yateleymanor.com</b>
Head	<b>Mr Robert Upton</b>
Chair of Governors	<b>Mr Stephen Gorys</b>
Age Range	<b>3 to 13</b>
Total Number of Pupils	<b>376</b>
Gender of Pupils	<b>Mixed (217 boys; 159 girls)</b>
Head of EYFS Setting	<b>Mrs Julie Voller</b>
EYFS Gender	<b>Mixed</b>
Inspection Dates	<b>01 Mar 2016 to 04 Mar 2016</b>

## PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI integrated/EYFS intermediate inspection was in March 2010.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements.

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Dr Joe Tierney	Reporting Inspector
Mr Luke Harrison	Team Inspector (Head, IAPS school)
Mrs Ruth Loveman	Team Inspector (Head, IAPS school)
Mrs Gillian Proctor	Team Inspector (Former Head, IAPS school)
Miss Pat Griffin	Co-ordinating Inspector for Early Years

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>2</b>
<b>(a) Main findings</b>	<b>2</b>
<b>(b) Action points</b>	<b>3</b>
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>4</b>
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>8</b>
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	10
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>11</b>
(a) The quality of governance	11
(b) The quality of leadership and management, including links with parents, carers and guardians	11

## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Yateley Manor School is a co-educational day school for boys and girls aged 3 to 13. It is situated in the Hampshire town of Yateley, about 15 miles south of Reading. The school was founded in 1947 in an Edwardian house, as a proprietorial school. In 1970 it became a charitable trust overseen by a board of governors. The present head was appointed in September 2015.
- 1.2 In August 2012 a significant development occurred when the school acquired the buildings and grounds of an adjacent maintained junior school, doubling the size of the school's grounds. These buildings were fully refurbished to provide new facilities for music, art, design technology and languages, and opened in September 2015.
- 1.3 The school aims to build successful adult lives by offering an inspirational educational journey, specifically through opportunities for each child to nurture their unique talents and achieve personal academic and educational excellence. It seeks to promote a supportive family atmosphere based on strong relationships and effective communication with parents.
- 1.4 At the time of the inspection 376 pupils were on the roll; 217 boys and 159 girls. Of these pupils, 130 were in the pre-prep school (ages 3 to 7) with 72 in the Early Years Foundation Stage (EYFS). The ability profile of the school is above the national average; about 4 in 5 pupils are above or well above the national average, and 1 in 10 pupils are of ability below the national average. Most pupils live within 10 miles of the school and come from professional or business families. The vast majority of pupils are White British, and the remainder are of Asian and other ethnic origins.
- 1.5 The school has 3 pupils with an education, health and care plan (EHC) or a statement of special educational needs and a further 59 have been identified as having some form of special needs and/or disabilities (SEND), of whom 28 receive support. English is spoken as an additional language (EAL) by 16 pupils and 3 of these require support with learning English.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 Pupils are educated well in accordance with the school's aim to offer opportunities for each child to nurture their unique talents and achieve personal, academic and educational excellence. Their achievements are good; those of all abilities make good progress and have very positive attitudes to learning. Pupils work hard, speak with confidence and purpose, and are eager to learn either on their own or with their peers. Children in the EYFS achieve well and make good progress overall. By the time they leave Reception most children reach the Early Learning Goals set for this age group, and some exceed them. All pupils enjoy an excellent, innovative curriculum and receive good teaching, with some that is excellent, particularly in the later years. Since the previous inspection, teaching has benefited from increased support and monitoring. This is not found consistently across the school. Teaching in the EYFS is generally good, but information gained from assessments is not always used sufficiently rigorously to plan the future teaching and learning. This results in some tasks that are not adequately tailored to enable some pupils, including the more able, to be fully challenged and to think critically and independently.
- 2.2 Pupils' personal development is excellent, in accordance with the school's aim of promoting a supportive family atmosphere based on strong relationships. They benefit from high-quality pastoral care and excellent arrangements for welfare, health and safety. In the EYFS, children's personal, social and emotional development is excellent. Staff in the EYFS are committed to providing an extremely happy, caring and purposeful environment built on mutual trust and respect. Relationships between pupils and teachers throughout the school are excellent, and pupils feel safe and well looked after. Pupils' spiritual, moral, social and cultural development is also excellent. This results in them becoming confident, rounded and well-balanced individuals. They display a respect for others and by the time they leave the school they are extremely well prepared for the next stage of their education. Pupils' behaviour is exemplary; they enjoy taking responsibility and have a good understanding of the faiths and cultures of others. Their charitable work demonstrates a keen sensibility towards people less fortunate than themselves.
- 2.3 Governance, leadership and management are good. Governors provide effective oversight to ensure that the school meets its aims and that accommodation, staffing and resources are generally of a high standard. The provision of showers for pupils in Years 7 and 8 is inadequate. Effective measures to ensure the safeguarding and health and safety of pupils are securely in place. The senior leadership team have created an atmosphere conducive to good development where innovation is encouraged, staff feel very well supported and communication is strong. The management of subjects by the co-ordinators is a developing area, with some excellent practice in place. This area has not yet produced uniformity in high-quality teaching. Planning for development is good but some plans lack sufficient detail or review. Good progress has been made since the previous inspection overall. Most notably the accommodation has been expanded to provide generous space and facilities. The quality of marking and assessment has improved to a good standard.

**2.(b) Action points****(i) Compliance with regulatory requirements**

2.4 The school does not meet all the requirements of the Education (Independent School Standards) Regulations 2014, and therefore it is required to take the following action.

- Provide suitable showers for pupils in Years 7 and 8 [Part 5, paragraph 23, 2(c), under Premises and accommodation].

**(ii) Recommendations for further improvement**

2.5 In addition to the above regulatory action points, the school is advised to make the following improvements.

1. Share the excellent practice of some teaching to achieve consistently high quality, so meeting the needs of all pupils.
2. In the EYFS, use regular assessments rigorously to plan challenging teaching to ensure that all pupils achieve their full potential.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and learning**

- 3.1 The overall quality of the pupils' achievements and learning is good.
- 3.2 Pupils are educated well in accordance with the school's aim to offer opportunities for each child to nurture their unique talents and achieve personal, academic and educational excellence. Children in the EYFS enjoy their learning and achieve well. They make good progress overall in their learning and development relative to their individual starting points, abilities and needs. Most children reach at least the developmental levels typically expected for their age. By the end of Reception most children reach the Early Learning Goals set for this age group and some exceed them, particularly in reading, mathematics and in personal, social and emotional development. Children with particular needs, or with EAL, also make good progress because of the individual support that they receive. On occasions, tasks set are not sufficiently tailored to enable the more able to be fully challenged and to think critically and independently. The younger children communicate effectively, as observed in the outdoor area when they played imaginatively with the castle and pirate ship. They listen attentively and particularly enjoy activities that allow them to be active learners, as seen in the woodland learning area. Older children are developing an increasing knowledge of the sounds letters make, which they apply to their reading and independent writing. They work with numbers to twenty and beyond, can add and subtract accurately, and are becoming increasingly skilled in their use of information and communication technology (ICT).
- 3.3 From Year 1, pupils have good levels of knowledge, skills and understanding across a wide range of subjects with the highest achievement evident in areas that have purposeful target-setting and variation in teaching methods. Pupils' pre-inspection questionnaire responses indicate that almost all feel that they make good progress. Their strong literacy skills are evident in their daily interactions, their contribution to classroom discussion and scrutiny of their workbooks. Their reading levels are good relative to their age and they are able to analyse texts effectively. Pupils' grasp of numeracy is good with some achieving high levels, and they are able to work with numerical concepts with confidence. They can explore ideas in science, such as when older pupils used their initiative and higher-order thinking and questioning skills to construct a range of electrical circuits.
- 3.4 Pupils are able to identify links between subjects through their work related to the Prep School Baccalaureate (PSB), as observed in some interesting and challenging work in religious studies (RS). They can employ technological skills purposefully; in a cross-curricular project for older pupils involving ICT and music, pupils employed relevant coding and musical skills to create electronic games and compose backing tracks and sound effects. Some good examples of pupils' work in art are displayed around the school, particularly ceramics. The PSB programme is complemented by the school's own award scheme, which focuses on the leadership and community achievements of pupils in Years 7 and 8.
- 3.5 Outside the classroom pupils achieve well, particularly in chess where they have an excellent record in individual and team events, both regionally and nationally. Sports teams achieve well against local opposition and enjoy success at national level; in recent years the under-13 basketball teams have been national champions. The school's under-11 basketball team are national champions and individual pupils have represented the county. Some pupils sit GCSE physical education (PE)

examinations in Year 8 and there has been success in the UK Mathematics Challenge. Pupils have been awarded a range of academic, sports and music scholarships to senior schools.

- 3.6 Pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available from lesson observations, work scrutiny and interviews with pupils, it is judged to be good in relation to national age-related expectations. Pupils are judged to make good progress overall. Progress has some variation across year groups because of teaching standards.
- 3.7 Pupils with SEND or EAL, including those with EHC plans and statements of special educational needs, achieve well when effective intervention and support is in place, as demonstrated by their improved scores in progress tests and assessments. The progress of the more able pupils is generally good. A working party has recently been established to address the challenge for this group. These strategies are not embedded in all lessons.
- 3.8 Pupils demonstrate extremely positive attitudes to learning. They are inquisitive and diligent, speaking with confidence and purpose. Pupils are eager, conscientious learners who are able to work independently with purpose and they engage successfully when working collaboratively, this contributes to their overall achievement. They organise their work effectively and use their initiative to meet challenges.

### **3.(b) The contribution of curricular and extra-curricular provision**

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The excellent and innovative curriculum is highly effective in contributing to pupils' academic progress and to their wider development, and is in accordance with the school's aim of offering an inspirational educational journey to ensure all pupils build successful adult lives. In the EYFS, appropriate educational programmes cover the seven areas of learning well and ensure that good standards are achieved. The broad curriculum provided helps most children to reach, and in some cases exceed, appropriate levels of development. A suitable balance of adult-led and child-initiated activities are provided, both inside and outdoors. The outside areas and in particular the woodland learning area provide good opportunities to explore, take appropriate risks, solve problems and engage in active learning. The curriculum is further enhanced by specialist provision in music and ballet in the Nursery, whilst French and swimming are taught in Nursery and Reception. Those children with SEND or EAL receive a particularly good start to their education because of the individual support that they receive from committed staff. Meetings between staff in the EYFS and Year 1 ensure a seamless transfer.
- 3.11 The curriculum for older pupils is suitable for all ages, covers all the requisite areas of learning and provides opportunities to acquire the skills and knowledge needed for success and personal development inside and outside the classroom. It supports the needs of all pupils. The sporting, musical and creative programmes provide excellent breadth of opportunities. The expansion of specialist language, music and PE teaching has continued since the previous inspection. The curriculum alongside the school's own highly innovative award scheme and introduction of the PSB all help to enable the pupils to become more independent and understand the power of collaboration. This was observed in the outstanding projects completed by older

pupils on moral issues considering expenditure on space projects when poverty remains in the world.

- 3.12 Personal, social, health and economic (PSHE) education is taught in all years and this personal development time is an excellent opportunity for pupils to extend their thinking skills and reflect, and makes a valuable contribution to their development. The school has identified where core British values may be actively promoted. This includes the provision of balanced political views, an understanding of the freedom to hold various faiths and beliefs, and a study of the democratic process. An excellent range of speakers, trips and visits ensure that all pupils are well prepared for the next stage of their education. For example, older pupils visited a university research centre to talk to post-graduate students.
- 3.13 Pupils with SEND, EHC plans, statements of educational needs and EAL are provided flexibility to personalise their studies, allowing them to reduce their curriculum to benefit from a highly effective learning support programme. They are identified through careful screening and their learning is extremely well supported by a well-trained group of caring adults. Provision for those pupils identified as more able has improved, as recommended in the previous inspection report.
- 3.14 A wide range of extra-curricular activities is available, with a high and enthusiastic level of participation. Music plays a significant role; in addition to a large choir almost half of pupils take music lessons, in over 15 different instruments. Almost all parents' and pupils' questionnaire responses confirm that they regard the extra-curricular opportunities as a strong feature of the school. An extensive programme of residential and non-residential field trips and visits further afield enriches the curriculum and aids pupils' cultural awareness. For example pupils in Years 5 to 8 have the opportunity to embark on residential field trips, and Year 7 visit France.
- 3.15 Pupils have useful opportunities to link with the wider community, such as the many connections with the local church and by sending harvest gifts to disadvantaged members of the community. They are active in fund raising for charities, which provides Year 8 pupils an excellent opportunity to develop their leadership skills.

### **3.(c) The contribution of teaching**

- 3.16 The contribution of teaching is good.
- 3.17 The quality of teaching fulfils the aims of the school, particularly in encouraging pupils to think for themselves and develop key skills such as collaboration and independence. Teaching is non-partisan in character and promotes tolerance and respect for others. Measures, such as the introduction of the staff professional development manager and the increased role of subject co-ordinators put in place since the previous inspection to improve teaching, have resulted in areas of excellence. This is not found consistently across the school.
- 3.18 Teaching in the EYFS displays a sound knowledge and a secure understanding of how young children learn and what they can achieve. It engages and motivates most children and cultivates a positive attitude to learning. Classrooms both indoors and outside provide children with bright, well-organised spaces with an excellent range of age-appropriate resources. A variety of activities is planned to cover all seven areas of learning, which often take into account the interests of the children. In some cases the expectations of staff are not sufficiently high for the more able pupils. As a result these pupils are not sufficiently challenged or questioned in order to extend their learning. Appropriate planning and regular assessments ensure that

children make generally good progress. The information gained from assessments is occasionally not used sufficiently rigorously to plan future teaching and learning in order to ensure that all children make the progress of which they are capable. Pupils are well prepared for the next stage of their learning.

- 3.19 From Year 1 most teaching is good or better, making a significant contribution to pupils' good progress. Some teaching of older pupils, where subject specialists are particularly effective, is of high quality. This quality is a product of teachers' strong subject knowledge and an enthusiasm for the subject. Much teaching is characterised by careful planning, the use of clear and succinct learning objectives and clear explanations which result in lessons that stimulate and inspire pupils. Many lessons are conducted at a brisk pace. Skilful use of questioning is used to assess pupils' understanding and elicits positive responses. This enables pupils to be fully engaged in lessons. Resources are very well used. Pupils benefit from the small class sizes and often have extra support from classroom assistants, most of whom provide skilful assistance. In a small minority of lessons the teaching was slow, lacked challenge, did not fully take into account pupils' abilities, or lacked clear objectives or explanations. This was a recommended rectification in the previous report.
- 3.20 Information about pupils' needs is comprehensive and efficiently communicated to staff, and suitable provision is made for those with an EHC or statement. Most planning affords attention to pupils with SEND or EAL but this is not always reflected in teaching. The needs of the more able are well catered for in most lessons. On occasions, pupils are not set work appropriate to their abilities.
- 3.21 In response to the previous inspection, the overall quality of marking has improved. Many excellent examples of teachers setting clear and specific targets for pupils to improve were observed, for example in modern foreign languages, and in science and history where PSB criteria are used effectively. Marking still has occasional inconsistencies in its quality. Good and sometimes excellent use is made of a range of assessment data.
- 3.22 Teachers have an excellent rapport with their pupils, readily sharing ideas and debating possible solutions to problems. Pupils feel very well supported and able to seek advice whenever necessary. Teachers offer extensive praise and encouragement to pupils, promoting tolerance and respect for others. In their responses to the questionnaire, a very small minority of pupils felt that homework tasks do not help their learning. Inspection evidence, gained from scrutiny of set tasks and conversations with pupils, found that homework is generally used effectively to consolidate understanding of lesson content and support learning.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The quality of the spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 In the EYFS, children's personal, social and emotional development is excellent. All children co-operate and share with each other, and their behaviour is excellent. Staff act as strong role models. Relationships are positive at all levels, resulting in a happy and inclusive community. All children respect each other's differences and similarities. The children are encouraged to recognise the needs of those less fortunate than themselves by raising money for charity. Different cultural festivals such as including Chinese New Year are enthusiastically celebrated, with the help of parents.
- 4.3 Core British values are actively promoted in the school; an informative display explains the concepts of democracy, respect, liberty and rule of law. Pupils demonstrate a developing awareness of democracy and the public institutions and services of England, and gain an understanding of some aspects of the civil and criminal law through their work in RS and PSHE.
- 4.4 The development of the pupils' spiritual awareness is excellent. They are self-aware and confident, which helps to develop their self-esteem. Pupils contribute positively and compassionately towards others, helping their peers in many ways. They reflect on the spiritual side of their lives during assemblies and demonstrate a sensitive appreciation of the natural world and of the attractive art displays throughout the school.
- 4.5 The pupils' moral awareness is excellent. They have a clear understanding of right and wrong which is reinforced in their PSHE lessons and tutor time. Pupils contribute to the lives of others less fortunate than themselves in the local community through their charity work. Those in Year 8 nominate local charities and the school council decides which to support. In addition, pupils from Year 3 onwards are involved in the Christmas Fayre which raises a significant amount of money for their chosen charity, and one of the houses supports a child in Africa.
- 4.6 The pupils' social awareness is excellent. They willingly take on responsibilities such as house captains, members of the school council or playground monitors; all will have held a position of responsibility by the time they reach the end of Year 6. Older pupils further develop their sense of responsibility by listening to younger pupils read and assisting with some after-school clubs.
- 4.7 Pupils show a highly developed cultural awareness. They have a good understanding of citizenship and the fundamental values of respect, tolerance and democracy. Pupils develop an insight into, and a tolerance of, the cultures and faiths of others through the wide curriculum and the PSHE programme. For example they benefit from visits to places of cultural interest such as a Hindu temple, an historic theatre and art galleries. Pupils' awareness of other faiths is developed through RS lessons and assemblies. Pre-prep pupils celebrated Diwali, and older pupils analysed the Ten Commandments in Christianity and compared them to the Seven Pillars of Islam. Their cultural awareness is further enhanced by opportunities to make trips overseas, such as to France and the Caribbean.

- 4.8 The pupils' personal development is excellent; they are articulate, well balanced young people who are confident without arrogance or precociousness. They display respect for others and, by the time they leave the school, are extremely well prepared for the next stage of their education.

#### **4.(b) The contribution of arrangements for pastoral care**

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 This is fully in accordance with the school's aim of promoting a supportive family atmosphere based on strong relationships. In their questionnaire responses, an overwhelming majority of parents stated that the pupils are well looked after and feel safe at school.
- 4.11 In the EYFS, staff are committed to providing an extremely happy, caring and purposeful environment built on mutual trust and respect. Key people form strong bonds with children, and all adults work together to promote high standards of behaviour and courtesy. Children learn about healthy eating and enjoy nutritious lunches and healthy snacks. Regular exercise is taken in play sessions and in PE, swimming and ballet.
- 4.12 All staff and pupils have an excellent supportive relationship and a friendly, community atmosphere is evident throughout the school. High levels of mutual respect and exemplary standards of conduct are apparent in all aspects of school life. The pupils are kind and considerate towards each other, and polite and welcoming to visitors. They know whom to turn to if they have any concerns; the matron's office plays a valuable role in this respect as do other members of staff. The PSHE programme is effective in supporting the arrangement for pastoral care, covering topics such as 'feeling safe' and 'needs and wants'.
- 4.13 Pupils are encouraged to make healthy choices at meal and snack times. A good choice of both hot and cold food is available at lunchtimes and all pupils take regular exercise in both curricular and extra-curricular activities. The school has a comprehensive plan to improve educational access for pupils with SEND.
- 4.14 The school successfully promotes good behaviour and has comprehensive and detailed anti-bullying policies, including cyberbullying, which take due account of any related difficulty or disability. The pupils feel that the staff are very fair in the way they treat them; in interview they said that they were happy with the system of rewards and sanctions in the school. In their questionnaire responses, a few parents felt that bullying issues are not dealt with effectively. However, interviews and discussions with pupils and staff presented no inspection evidence to support this view. Careful records are kept of any incidents, and the pupils overwhelmingly felt that any such issues are handled quickly and successfully.
- 4.15 The school seeks the opinions of pupils through various channels including the school council, sports council and the food committee, to which all pupils have the opportunity to be elected. Pupils speak well of these and feel that their views are considered.

**4.(c) The contribution of arrangements for welfare, health and safety**

- 4.16 The contribution of the arrangements for welfare, health and safety is excellent.
- 4.17 All matters of health and safety are afforded high priority. Comprehensive risk assessments are in place for areas of the school and off-site activities. Matters of health and safety are managed very effectively by the health and safety committee and the senior management team, and are overseen by the governors.
- 4.18 Safeguarding policies and procedures have regard to current official guidance, and all staff have received appropriate training including the prevention of radicalisation and potential online dangers. In the EYFS, the provision for children's well-being is excellent. Supported by well-trained staff in a friendly and stimulating environment, each child's welfare is strongly promoted.
- 4.19 Excellent induction programmes for all new staff ensure that up-to-date information about procedures is carefully disseminated. If necessary, the school liaises with local agencies and takes care over any action that is taken. The safer recruitment policy and procedures are thorough and the required records of checks on staff are carefully maintained.
- 4.20 The school has highly appropriate measures in place to reduce the risk from potential hazards, including fire safety. Comprehensive policies are in place, risk assessments are undertaken, equipment is conscientiously maintained and external professionals make regular checks. Fire drills are undertaken at regular intervals and are recorded, demonstrating successful evacuation.
- 4.21 Arrangements for pupils who are sick or injured are thorough and highly appropriate. Medical care is excellent and provided by a fully qualified staff in a suitable and centrally located medical room. Medicines are securely stored, and comprehensive medical information is kept confidentially. Many staff have first-aid training, some at the higher and paediatric level. Excellent provision is made for pupils requiring support for specific disabilities.
- 4.22 The admission and attendance registers are accurately administered and stored appropriately for at least three years. Absences are followed up promptly and conscientiously.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is good.
- 5.2 Governors provide effective oversight and challenge to ensure that the school meets its aims and that accommodation, staffing and resources are generally of a high standard. The work of the board of governors is supported by a finance committee, and occasional working parties are established to address specific projects such as the recent building development where an adjacent junior school and land were acquired. This project has greatly increased the accommodation and facilities available to pupils and staff. Governors recognise that the provision of showers for pupils in Years 7 and 8 is inadequate, despite the excellent accommodation in many other areas.
- 5.3 Governors have suitable expertise in a wide range of areas such as finance, business and human resources, and all have established particular links with the school, for example in safeguarding. The school has been without an EYFS link governor for a year. Governors gain insight into the working of the school by reports from the head and bursar, and occasional presentations from members of staff about their work.
- 5.4 The governor's five-year plan usefully outlines areas for development; it is generally comprehensive in scope. It has not been updated recently but has been supplemented by a general short-term plan from the new head.
- 5.5 Effective measures to secure the safeguarding and welfare, health and safety of pupils are in place. One governor liaises with the school on safeguarding issues and the governing body receives reports from the safeguarding officer, reviewing the policy annually. Another governor has had a significant input in establishing the school's risk register, which is regularly reviewed to monitor aspects of health and safety. The board of governors scrutinises financial reports from the bursar's office.

### **5.(b) The quality of leadership and management, including links with parents, carers and guardians**

- 5.6 The quality of leadership and management, including links with parents, carers and guardians is good.
- 5.7 The senior leadership team have ensured that the school meets its main aims, particularly those of promoting a supportive family atmosphere based on strong relationships and effective communication with parents. The school is successful in providing pupils with a quality education combined with excellent personal development.
- 5.8 Since the previous inspection the role of head of EYFS has been introduced, providing greater cohesion to this phase. Regular meetings for all staff and the sharing of resources and training have made significant progress to meet the recommendation of the previous inspection. Leadership and management have created a team who work well together and have a shared vision for the development of the setting as a whole. There is insufficient regular and rigorous evaluation, and the setting of challenging targets. The regular monitoring of the

educational programmes is effective and ensures that all children achieve well in a welcoming, safe and secure environment. Regular supervision meetings and appraisals support staff in their roles, and staff are suitably qualified. Staff actively promote equality, diversity and British values to create a positive and inclusive setting. The school has been unable to move the Reception class to the remainder of the EYFS, but better links have been established to ensure more cohesion.

- 5.9 The senior leadership team of the school work well together. They have created an atmosphere conducive to good development where innovation is encouraged, staff feel very well supported and communication is strong. Democratic values are evident, with staff having easy access to the senior leadership team. The introduction of a professional development manager and an increased role for subject co-ordinators has led to the development of excellence in some areas. Where this has become successfully established, teaching has benefited from improved support and monitoring, and opportunities to share good practice. This is not consistent across the school and as a result a recommendation of the previous inspection report is only partially met.
- 5.10 School policies covering all required aspects are in place and reviewed on a regular basis. The safeguarding policy required some minor amendments during the inspection and the plan to enhance access for pupils with special educational needs or disabilities was improved with the addition of more detail. Planning for the future is good. The short-term school development plan is supported by plans for individual subject areas. A few lack sufficient detail concerning targets, timescales and responsibilities. The location of the school library is under review. The current stock of fiction is good but some non-fiction books are in poor condition and the supply of non-fiction books for older pupils is insufficient.
- 5.11 New members of staff receive a comprehensive induction during their first year at the school. They meet regularly with a senior manager and sometimes their subject co-ordinators. As a result, staff feel that they are supported effectively and know the school well. All staff have good opportunities for professional development, including recent training in safeguarding of pupils and health and safety. Staffing levels are high and teachers are well supported by ancillary staff in most lessons. A good appraisal system is in place which staff value and this, combined with the school's development and departmental plans, feeds into the staff development programme.
- 5.12 Parents of the EYFS children, both in their questionnaire responses and in discussion, were very supportive of the school. They appreciate the way their children are looked after and the progress that they are making. They feel involved in their children's learning and development, with some parents visiting the school to talk about different cultural celebrations. The end-of-year reports keep parents well informed about how their children are performing against the Early Learning Goals.
- 5.13 Outside the EYFS, parents' questionnaire responses demonstrated a high level of satisfaction with the school. Parents feel that the school has high standards of behaviour and that they are well-informed about events and activities. The weekly newsletter contains wide-ranging information about the school and is used to complement the termly calendar and school magazine. Parents are able to contact individual staff directly through email and feel that they receive quick responses. The school has a suitable complaints policy and evidence shows that this is followed as required.

- 5.14 Comprehensive documentation is available to prospective parents, with the website acting as a portal for information. Parents of current pupils receive information booklets each year which provides them with relevant curriculum information. Departmental workshops for parents are held to involve them more closely with their children's work. Information evenings at the start of the academic year cover areas such as guidance on cyber-safety and advice on choosing a senior school. Parents attend school trips and are encouraged to speak to the pupils about their fields of expertise. The Friends of Yateley Manor organise a variety of events during the school year including the Christmas Fayre, quiz night and school ball. Funds are raised to support the school, with recent purchases including outdoor play equipment, pianos and an audio-visual system.
- 5.15 A few parents indicated that they do not receive sufficient information regarding their children's progress, both inside and outside the classroom. Evidence gathered during the inspection indicates that dialogue between staff and parents is encouraged and combines well with the formal reporting process. Parents are provided with termly reports which the inspection judged to supply them with good information on individual pupil progress, achievement and target setting.

**What the school should do to improve is given at the beginning of the report in section 2.**