

# Walpole Cross Keys Primary School

Inspection report

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<b>Unique Reference Number</b>	120886
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	358867
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Ann Wallis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	56
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Hackett
<b>Headteacher</b>	Stuart Graver
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	28 Sutton Road King's Lynn PE34 4HD
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and observed two teachers. They held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work, and looked at pupils' books, safeguarding documents, pupils' progress data and other documentation. They analysed 23 questionnaires from parents and carers and also those from pupils and staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following.

- ? Are all groups of pupils making sufficient progress, particularly in writing?
- ? How effective are the new leadership and management in bringing about improvement?
- ? Is teaching consistently good enough and assessment sufficiently rigorous to accelerate pupils' progress across the school?

## Information about the school

This is a very small primary school. A below average proportion of pupils is known to be eligible for free school meals. Most pupils are of White British heritage and very few speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is well above average. The school has gained National Healthy Schools status and has an Activemark award.

The privately run on-site provision for childcare, 'Ladybirds Pre-school Playgroup', is subject to a separate inspection and will receive its own inspection report, which will be published on the Ofsted website.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Walpole Cross Keys Primary is a satisfactory school. The recently appointed headteacher has a very clear view of the school's strengths and weaknesses and has identified appropriate priorities for improvement. Self-evaluation is now more rigorous. Teaching and learning are monitored regularly, and good practice in teaching is beginning to be shared across the school. Parents and carers, visitors to the school and staff all comment that pupils' attitudes to learning are improving. Consequently, pupils' progress is beginning to accelerate, their attainment is rising and achievement is satisfactory. On the basis of this recent successful track record, the school has a satisfactory capacity to improve further.

The school provides an attractive learning environment where parents and carers feel welcome and pupils feel secure. Pupils enjoy coming to school, are punctual and their attendance is above average. They have a sound understanding of how to stay safe and healthy and their behaviour, both in classrooms and around the school, is satisfactory and improving.

Children in the Early Years Foundation Stage settle well into school and most enjoy learning in a stimulating indoor environment. However, the opportunities provided for outdoor learning are more limited. Children enjoy the chance to learn independently but the activities they are able to choose are not always sufficiently challenging to extend their learning. All pupils, including those with special educational needs and/or disabilities, continue to make satisfactory progress in all core subjects as they move through the school, so their attainment is broadly average when they leave Year 6. Teaching and learning are satisfactory. Pupils respond well to those more interesting lessons where they are encouraged to think for themselves, work in pairs and groups and learn independently. The pace of learning is slower in lessons where work is not sufficiently challenging, tasks are repetitive and pupils have less time to learn on their own, solve problems and assess their own work. Work is marked regularly but pupils are not given specific targets for improvement and feedback is not sufficiently detailed for pupils to be sure about how well they are doing and how to improve their work. The results of assessments are not yet used fully to plan pupils' future learning.

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

- Improve the quality of teaching and learning from satisfactory to good by:
  - spreading the best practice across the school
  - allowing pupils more time to learn independently, solve problems and think for themselves

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- making sure work is sufficiently challenging and expectations of all pupils are high enough.
- Raise attainment and accelerate pupils' progress by:
  - giving pupils more detailed feedback on how well they are doing and what they need to do to improve their work
  - making more use of assessment data to plan pupils' future learning
  - involving pupils more in assessing their own and each other's work.
- Improve the provision in the Early Years Foundation Stage by:
  - enabling children to choose more frequently when to learn and play outdoors
  - ensuring that opportunities for children to learn independently present sufficient challenge to extend their learning through creative thinking, problem solving and investigation.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Children enter the Reception class with skills which are in line with those expected for their age. Most pupils enjoy their lessons, are keen to answer questions and want to succeed. A few pupils have shorter concentration spans and lose interest in learning, especially if tasks are too long or not challenging enough. Overall, pupils make satisfactory progress in lessons. Work on classroom walls, in pupils' books and the school's own tracking data all confirm that pupils' progress and achievement are satisfactory. Pupils with special educational needs and/or disabilities and those for whom English is an additional language make the same progress as their peers because they receive constructive individual help from teachers and teaching assistants. Pupils' progress is accelerating, particularly for those who receive valuable one-to-one tuition to help improve their basic skills. Results of tests and assessments fluctuate from year to year because cohorts are very small but attainment is broadly average overall. Test results have shown a relative weakness in writing but the school has put in place strategies to address this and standards are now beginning to rise. Wall displays clearly show how well pupils are now using imaginative writing in their work, for example, on 'How to train a dragon'.

Older pupils enjoy taking responsibility for looking after younger children and by acting as members of the school council. Pupils clearly understand the difference between right and wrong and they have a growing awareness of the importance of behaving well and treating each other with kindness and respect. Pupils develop satisfactory basic skills and are beginning to work well together in pairs and groups. Consequently, they have a sound preparation for the next stage of their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teaching and learning are satisfactory overall and in some Key Stage 2 lessons they are good. This good practice is beginning to be shared across the school and is already having an impact on improving the quality of provision. In the best lessons, the pace is brisk, the work challenging and pupils are encouraged to think for themselves so they enjoy learning. In less successful lessons, some pupils lose interest and their pace of learning slows when tasks lack challenge and expectations are not high enough. Pupils are becoming more aware of how well they are doing by assessing their own and each other's work but this practice is currently underdeveloped. Pupils are not given sufficiently detailed pointers for improvement so they are not always clear about how to take the next steps in their learning.

The curriculum is satisfactory and meets requirements. It is being reviewed and adapted to better meet pupils' needs. For example, 'activity days' are very popular with pupils, when subjects are linked together in the study of a particular topic. Work is made more relevant and meaningful for pupils when it is based on practical activities centred on a particular theme, such as the recent study of 'puddles' by younger pupils. Pupils speak enthusiastically about visits they have been on, particularly a residential visit where participation in outdoor activities greatly enhanced their enjoyment of learning. The development of pupils' basic skills is satisfactory.

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In this small school, pupils are well known as individuals and relationships are good. Satisfactory links with other schools ensure a smooth transition for pupils between each stage of their education. Links with outside agencies ensure pupils, particularly those whose circumstances make them vulnerable, receive the specialist help they need. Improved strategies to support pupils who exhibit challenging behaviour are making a valuable contribution to their personal development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher has ensured that his clear vision for school improvement is understood and is shared by staff and the governing body. Closer tracking of pupils' progress, improvements to the quality of teaching through the sharing of good practice and increased opportunities for professional development for staff are all contributing to Walpole Cross Keys Primary becoming an increasingly effective school. Governance is satisfactory. The governing body knows the school well and is very supportive of it. Nevertheless, its members are not yet fully involved in monitoring its work or determining its strategic direction. Safeguarding policies and procedures are in place and staff are appropriately trained. Equal opportunities are promoted satisfactorily and the school ensures that all pupils are involved in all aspects of school life. Discrimination of any kind is not tolerated. The school promotes community cohesion satisfactorily. It has good links with the local community and is now developing links with communities further afield.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Reception class with skills which are broadly in line with those expected for their age, although these do vary widely from year to year. From their individual starting points, children make satisfactory progress in the Early Years Foundation Stage and most enter Year 1 with attainment that is broadly average. In a mixed-age class, the youngest children follow the example set by older pupils and quickly settle into new routines. Most can take turns and share toys and equipment sensibly. Staff ensure that all safety and welfare requirements are met. Most pupils enjoy learning and benefit from interesting teacher-led activities. However, opportunities for children to learn independently, solve problems and think for themselves are fewer. Where these do occur, children were seen to be really engaged in learning. For example, when asked to find words beginning with letter 'W', children soon found 'whales' in the water trough and 'wheels' in the box of objects to be sorted. Opportunities for children to learn outdoors, although satisfactory, are limited. Children's progress is tracked satisfactorily and parents and carers are kept informed of their progress. The leadership and management of the Early Years Foundation Stage are satisfactory and leaders now have good opportunities to develop their expertise further.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The overwhelming majority of the above average proportion of parents and carers who responded to the questionnaire is pleased with the education the school provides. Several commented on how much their children enjoy school, mentioned improvements in pupils' behaviour and praised the way the school is led and managed. Inspectors endorse these views. A very few parents and carers expressed concerns about the way the school deals with unacceptable behaviour. Inspectors found behaviour management to be satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Walpole Cross Keys Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 56 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	91	2	9	0	0	0	0
The school keeps my child safe	19	83	3	13	1	4	0	0
My school informs me about my child's progress	18	78	5	22	0	0	0	0
My child is making enough progress at this school	18	78	5	22	0	0	0	0
The teaching is good at this school	19	83	3	13	0	0	0	0
The school helps me to support my child's learning	17	74	6	26	0	0	0	0
The school helps my child to have a healthy lifestyle	18	78	5	22	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	74	2	9	1	4	0	0
The school meets my child's particular needs	15	65	5	22	1	4	0	0
The school deals effectively with unacceptable behaviour	16	70	5	22	2	9	0	0
The school takes account of my suggestions and concerns	15	65	7	30	0	0	0	0
The school is led and managed effectively	18	78	4	17	0	0	0	0
Overall, I am happy with my child's experience at this school	19	83	4	17	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 November 2010

Dear Pupils

**Inspection of Walpole Cross Keys Primary School, King's Lynn, PE34 4HD**

Thank you for the warm welcome you gave us when we inspected your school. A particular 'thank you' to those of you who spent time with us telling us about your work in class and all the things you like best about your school. Please thank your parents and carers for filling in our questionnaire.

This is what we have said about your school in our report.

? You attend school regularly, your behaviour is satisfactory and you know how to stay safe and healthy.

? Yours is a satisfactory school where you make satisfactory progress and your attainment is average.

? The teaching and care, guidance and support you receive and the curriculum you follow are satisfactory.

? Your headteacher is bringing about improvements to your school and working with all the staff to make it even better.

So that you make faster progress, we have asked the headteacher and staff to:

- make sure you know how well you are doing and how to improve your work
- give you more chance to assess your own and each other's work
- make sure work is challenging enough for you and that you are always encouraged to achieve your best
- give you more time to learn independently, solve problems and think for yourselves
- give the youngest children more opportunities to learn outdoors and make sure they always have activities that are interesting and which will help them to learn.

You can help your school improve by behaving well and working with your teachers to achieve your very best.

Yours sincerely

Ann Wallis

Lead inspector

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