

# Walton-Le-Dale Community Primary School

Inspection report

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<b>Unique Reference Number</b>	119286
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358528
<b>Inspection dates</b>	15–16 February 2011
<b>Reporting inspector</b>	Angela Westington HMI

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	432
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Keith Leaver
<b>Headteacher</b>	Mrs Christine Entwistle
<b>Date of previous school inspection</b>	30 January 2008
<b>School address</b>	Severn Drive Walton-le-Dale, Preston Lancashire PR5 4TD
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. They observed 14 teachers during 23 lessons, which included a swimming lesson at the school's pool. Inspectors met formally with a small group of parents and carers and informally with others on the playground; they held meetings with the Chair and vice-chair of the Governing Body; a representative of the local authority, members of staff and pupils. They scrutinised a wide range of documentation including development plans, management reports, all safeguarding and other policies, pupils' records and the centre's data on pupils' progress. In addition, they read 103 questionnaires completed by parents and carers as well as 21 staff and 93 pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' progress over time and their rates of progress.
- The quality and impact of the care, guidance and support provided by the school.
- The effectiveness of the leadership and management of the school, including governance, in raising standards, improving the quality of teaching and the quality of the school's self-evaluation.

## Information about the school

Walton-Le-Dale is larger than average for a primary school which serves a mainly residential area. Almost all pupils are of White British origin and the number known to be entitled to free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is also below average, although the number with a statement of special educational needs is above average. There are very small numbers of pupils who are at the early stages of acquiring English. The school population is settled with few pupils moving into or out of the school during the school year. The school is oversubscribed.

The school site is used to provide childcare which is not managed by the governing body. The childcare provision was not inspected during this inspection but the most recent report can be found on the Ofsted website. The school has gained the BECTA ICT Mark; Healthy School status 2008; Activemark; Artsmark Award and Learning Excellence Awards.

**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

Walton-Le-Dale school provides a satisfactory education for its pupils. By the time they leave the school, pupils' attainment is broadly average. They make satisfactory, but inconsistent, progress over time. As a result, the standards pupils reach in English and mathematics are not as high as they could be. Pupils with special educational needs and/or disabilities make similar rates of progress to their classmates. In most other respects, pupils' outcomes are good.

A major strength of the school is the provision for the care, guidance and support for pupils. The parents or carers of pupils who use the nurture room are very pleased with the support their children receive and the impact of this help on settling their children back in to the main school classes. Links with parents and carers and other partners are good.

The quality of teaching is satisfactory overall. There are pockets of good practice across the school but, in the main, the quality of teaching is too variable and inconsistent and this impacts on the progress made by pupils. The satisfactory curriculum is enriched by a good range of extra-curricular activities, visits and visitors.

Leadership, management and governance of the school, are satisfactory, as is the school's capacity to improve further. There is a strong commitment to the further development of the school but the school's own evaluation of its work is over generous and monitoring of the impact of initiatives undertaken, and of the standards reached by pupils, is not as robust as it could be.

On entry to the nursery, most children have the expected skills. As a result of the good provision in the Early Years Foundation Stage children's outcomes are good.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in English and mathematics across Key Stages 1 and 2, by:
  - - improving pupils' rates of progress
  - - making better use of the assessment data the school has to ensure a better match of work to pupils' needs
  - - raising the quality of all teaching to that of the best.
- Improve the quality of the school's own self-evaluation by:
  - - taking into account a wider range of evidence, including the views of external partners

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- - developing the skills of the governing body to act as a critical friend
- - ensuring that action for improvement is followed up.

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

**3**

Pupils' outcomes are good in most respects, except for their achievement which is satisfactory. At the time of this inspection, there was no national test data for 2010 available for Walton-Le-Dale. The judgements made are based upon the evidence from lesson observations, work in pupils' books and from the school's own data. Pupils' attainment across the school is broadly average but inconsistent. It is slightly higher in mathematics and science than in English. Attainment in writing for a number of individual pupils is below the national average. All pupils, even the oldest in the school, write in pencil and few use cursive script, despite having regular handwriting lessons. Incorrect letter formation and the mixing of upper and lowercase letters in words become bad habits, which are not corrected, in younger children. Persistent errors, for example, in the spelling of months of the year or days of the week, and misunderstandings, for example, in mathematics, too often are not picked up. The presentation of pupils' work in their books is poor. In contrast, pupils' attainment in information and communication technology (ICT) and swimming is above average. Pupils with special educational needs and/or disabilities make similar rates of progress to their classmates, but here too, their progress across time is erratic; the result of inconsistencies in teaching. For all groups of pupils their progress is no better than satisfactory.

Pupils' understanding of being healthy is good. They enjoy physical education which is promoted well across the school. A small number of pupils cycle to school and the school has made storage space available for their bicycles. Pupils enjoy the artistic, sporting and cultural opportunities available; they mix together well and cooperate. Their behaviour is good. Pupils report that they feel safe at school. They are confident that should they have a problem there is an adult at school to whom they could turn. Pupils' attendance is above average. The very small number of pupils who are persistent absentees are known to the school and their attendance is monitored. Pupils' spiritual, moral, social and cultural development is good. They know the difference between right and wrong and are engaging and friendly. During the inspection, one year group celebrated its work on India with parents and carers, by sharing Indian food and holding an assembly on the topic.

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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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>2</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?

The school looks after its pupils well. Parents and carers are confident that their children are well cared for and safe at school. The nurture room provision is successful in supporting children who are new to school, and other children with social, emotional and behavioural difficulties and those who have insecure attachment. The school knows its families well and parents and carers are welcomed into school. The school works well with others in its locality to ensure a smooth transition from one stage of education to another.

Across Key Stages 1 and 2, the quality of teaching observed during this inspection ranged from good to inadequate. In the good lessons, there was a better match of work and challenge to pupils' ability and, consequently, pupils made more progress. On other occasions, teaching was characterised by too much teacher talk and insufficient time allowed for pupils to get on and show what they could do. Although there are examples of thorough marking, it is inconsistent, particularly in mathematics. Inspectors found too many examples of mathematics work that had not been corrected or where pupils' misconceptions had not been rectified.

The curriculum is currently under review. The use of ICT across the curriculum is good. The school offers a good range of after-school clubs and activities, for example, sports and drama, which have high participation rates. Pupils have the opportunity to learn to play a musical instrument and to learn French.

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*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>2</b>

## How effective are leadership and management?

The strengths in leadership and management lie in the relationships built with parents, children's support agencies, local schools and the wider community. The school takes seriously its responsibility to promote equality of opportunity. It works particularly closely with the educational psychologist to enhance support for pupils who may be vulnerable. Most parents or carers who spoke to an inspector said that they feel fully informed about what is happening in school. The school knows its community well and is developing amongst its pupils an understanding of the values and cultures of other communities.

The headteacher and managers are committed to further improvement and over time have implemented a range of strategies, and sought support, to raise standards. These have not yet had significant impact on the standards reached by pupils. This is due to the over generous view of the quality of teaching held by school leaders and their sometimes insufficient consideration of other partners' view of the school's work. The school has established a system for tracking pupils' progress over time and is using this to set challenging targets. Leaders at other levels work well in their respective roles.

The governing body is extremely supportive of the school and the work it does and individual governors carry out specific roles. They attend training and are visible in the school and at events. However, they do not fulfil their function as critical friend to the school as robustly as they could do. For example, the local authority's assessment of the school's performance is not shared with the full governing body. As a result, a valuable opportunity to compare the school's own view of its performance with that of an external partner is lost. The school meets all safeguarding requirements.



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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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage because the provision is good, they are well looked after and the unit is well led and managed. On entry to the nursery, most children have the expected level of skills. They make good progress from their starting points. Children's progress across the Early Years Foundation Stage is tracked carefully. On leaving the Reception class, the system for sharing the children's information with the Year 1 teachers is exemplary. There is a good range of provision for learning both indoors and outdoors. Children's choices are respected and child-initiated learning is valued. Children are enthusiastic and excited by the activities set up for them. They are happy, well behaved and confident enough to engage inspectors in conversation. At the time of this inspection, several children were able to write simple sentences using correct letter sounds. An inspector observed an outstanding session on letter sounds, during which the children practised the sounds joyfully and used them to read, correctly, simple unseen texts.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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## **Views of parents and carers**

The very large majority of parents and carers are happy with the work of the school. They are confident that their children are safe, enjoying school and that the school is meeting their child's needs. A very small minority of parents and carers raised concerns about the behaviour of some pupils and how the school deals with it. During the inspection, inspectors found behaviour to be good.

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

Ofsted invited all the registered parents and carers of pupils registered at Walton-Le-Dale Community 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 inspection team received 103 completed questionnaires by the end of the on-site inspection. In total, there are 432 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	62	32	31	4	4	1	1
The school keeps my child safe	62	60	36	35	5	5	0	0
My school informs me about my child's progress	43	42	53	51	5	5	1	1
My child is making enough progress at this school	51	50	46	45	5	5	1	1
The teaching is good at this school	51	50	46	45	5	5	0	0
The school helps me to support my child's learning	40	39	53	51	6	6	1	1
The school helps my child to have a healthy lifestyle	40	39	58	56	3	3	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)	44	43	47	46	2	2	0	0
The school meets my child's particular needs	47	46	44	43	9	9	1	1
The school deals effectively with unacceptable behaviour	33	32	51	50	11	11	2	2
The school takes account of my suggestions and concerns	32	31	56	54	6	6	1	1
The school is led and managed effectively	50	49	47	46	3	3	0	0
Overall, I am happy with my child's experience at this school	60	58	35	34	7	7	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



17 February 2010

Dear Pupils

**Inspection of Walton-Le-Dale Community Primary School, Preston, PR5 4TD**

I recently visited your centre with Mr Vaughan, Mr Bond and Mrs Davies. Thank you so much for making us feel welcome, especially those of you who met with us.

We really enjoyed our time with you. We found out a lot about Walton-Le-Dale School. The adults in your school look after you well and work hard to make sure that you have access to all the help and support you need. Your parents and families are pleased with how you are getting on at school. They tell us, as you do, that you feel safe there.

We found that Walton Le Dale school is providing you with a satisfactory education and that you are making satisfactory progress in your school work. We think though that you could achieve even more. So we have asked the headteacher to look at this. Also, we have asked the governing body and the headteacher to think about how they decide whether the work you do, or the standards you reach, are good enough.

Some satisfactory schools may have another visit from an inspector. If another inspector does come to your school in the future, I am sure you will be as friendly to him, or her, as you were to us.

Yours sincerely,

Ms Angela Westington

Her Majesty's Inspector

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