

Walton-on-Trent CofE Primary School and Nursery

Inspection report

Unique Reference Number	112861
Local Authority	Derbyshire
Inspection number	378587
Inspection dates	6–7 December 2011
Reporting inspector	Paul Edwards

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Shelagh Moody
Headteacher	Carolyn White
Date of previous school inspection	23 June 2009
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed four teaching staff while visiting eight lessons. Meetings were held with representatives of the governing body, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at a range of documentation including the school's self-evaluation, assessment and tracking information, arrangements for safeguarding and pupils' work. Questionnaires from staff and pupils were also scrutinised along with 57 completed by parents and carers.

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

- The boys' progress in English and mathematics at Key Stage 1 was analysed.
- The team investigated the progress made by girls and average-attaining pupils in mathematics.
- Inspectors checked the quality of teachers' planning in matching work to the needs of pupils of different abilities.
- The team examined pupils' awareness and understanding of people from different backgrounds.

Information about the school

Walton-on-Trent is a much smaller-than-average primary school. However, the number of roll has increased significantly since the previous inspection. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below the national average. The percentage of pupils with special educational needs and/or disabilities is similar to that seen nationally. Pupils' mobility is above average. Children in the Early Years Foundation Stage are taught in a mixed Reception and Nursery class. The Nursery provision opened in May 2011; most children attend mornings with a very small number attending also in the afternoon.

The school has Healthy School Status, Artsmark silver award and Activemark. There is a 'Morning Club', managed by the governing body, which operates each morning. Two new teachers have joined the school in the last 12 months.

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?

1

The school's capacity for sustained improvement

2

Main findings

The school provides an outstanding education for its pupils, giving excellent value for money. An outstanding partnership with parents and carers ensures that they think very highly of the school. The views of one are typical of many when commenting: 'We are extremely pleased with our daughter's school and her progress over the years. The children thrive in the small, friendly environment. The dedication of the teachers and headteacher is excellent and we would strongly recommend the school.' Pupils' achievement is good. Children are provided with an excellent start in the Early Years Foundation Stage. Good progress throughout the rest of the school ensures attainment is above average in both English and mathematics by the end of Year 6. More-able pupils are challenged effectively through improvements in teachers' planning and through excellent partnership arrangements which provide additional teaching expertise. There are no significant differences in the attainment and progress between boys and girls at either Key Stage 1 or Key Stage 2 and all groups, including average-attaining pupils, make similar rates of progress to their peers. Pupils who enter the school after the usual starting time are exceptionally well supported, enabling them to achieve their potential. Teachers know their pupils well and the good use of assessment information ensures that work is challenging for all groups. Occasionally, however, teachers spend too long explaining tasks and do not always enable the more-able pupils to move on to more challenging work soon enough in lessons. However, teachers provide a wide range of interesting learning opportunities that really stimulate pupils. The high levels of attendance and excellent behaviour are testament to pupils' enjoyment of school and lessons, and show that they feel extremely safe there. Outstanding care, guidance and support, including excellent safeguarding procedures, underpin these positive outcomes.

The outstanding curriculum provides the pupils with an exceptionally good range of clubs. These, together with the school's health promotion strategies such as walking and cycling to school, contribute very effectively to the pupils' outstanding uptake of healthy lifestyles. Pupils are exceptionally proud of their school. One commented, 'I think what the school does for us is amazing'. Pupils make an outstanding contribution to their school and community. Their charitable activities have been recognised with an award and older pupils play an important role in supporting and looking after younger pupils. The eco-council does much to promote recycling through composting and growing healthy food in the school garden.

School leaders have a very clear picture of the school's strengths and areas for development. They have been effective in maintaining the outstanding features

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identified at the previous inspection and, importantly, have been successful in raising pupils' attainment and accelerating their progress in the key areas of writing and mathematics. Unavoidable changes to staffing have meant that the push for improvement has been mainly driven by the headteacher. Her excellent leadership and regular and systematic monitoring of teaching and learning have ensured that staff new to the school have settled quickly, with minimal disruption to pupils' learning. Those members of staff taking on new roles of responsibility are already contributing to the school's effective self-evaluation and are beginning to demonstrate their skills to ensure the school maintains its good capacity to sustain further improvements. The school has developed good links with schools in Europe and developing links with schools in this country are improving pupils' awareness of people from different backgrounds.

What does the school need to do to improve further?

- Improve the quality of teaching so that there is more that is outstanding by:
 - ensuring that teachers do not spend too long explaining tasks and that pupils are given sufficient time to complete tasks
 - providing better opportunities for more-able pupils to move on to more challenging work sooner in lessons.

Outcomes for individuals and groups of pupils**1**

Children's skills and abilities on entry to the school vary considerably between cohorts but are generally a little below those expected for their ages. Children make excellent progress in the Nursery and Reception classes as a result of very effective, provision so that they are well prepared for the next stage of education. Throughout the school, there is no significant difference in the rates of progress made by boys and girls. All groups make good progress, including those with special educational needs and/or disabilities. A balance of booster sessions, individual class support and occasional withdrawal sessions ensure these pupils, particularly those who in the past have shown challenging behaviour, make progress in line with their classmates. Those pupils who enter the school after the normal starting times or with learning difficulties are supported extremely well, enabling them to make progress in line with their classmates. Well-targeted activities that focus on boys' interests have helped to improve the quality of their writing. Speaking skills develop particularly well. Pupils are confident readers, using their well-developed skills to access information from books and through computers, and just for the pleasure of reading. The teaching of letter sounds and blends (phonics) provides a secure foundation for all pupils, particularly those who find reading more difficult. Mathematical skills progress well. For example, in a good Year 5/6 lesson, pupils demonstrated strong mental arithmetic skills in the warm-up session and good ability in calculating times and distances when working with bus and train timetables.

Pupils talk enthusiastically about the many exciting activities and interesting lessons. During assemblies, they demonstrated their enthusiasm for singing. A high

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proportion learns to play a musical instrument. The school’s Healthy School Status is reflected in the pupils’ excellent understanding of the importance of eating healthily and of the need to take plenty of exercise. Physical education lessons ensure they take part in vigorous activities and a high proportion of pupils take part in the many after-school sporting activities on offer. The school’s Activemark award recognises its success in this area. Pupils feel exceptionally safe in school and talk knowledgeably about cyber bullying. Pupils are keen and willing to take on responsibilities, undertaking a range of jobs around the school. For example, the older pupils work very effectively as reading buddies for younger pupils and Year 2 pupils act as play leaders. The ‘Ice Cream Fair’, which pupils organise themselves, is one of many activities that provide them with a good opportunity to develop their enterprise skills. Pupils gain a good awareness of different religions and cultures abroad through links with other schools. Pupils’ punctuality, high attendance and above-average literacy and numeracy skills prepare them well for the next stage of their education.

These are the grades for pupils’ outcomes

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

How effective is the provision?

Teachers engage pupils well in their learning; they question pupils effectively, requiring them to respond at length and to explain their findings. This is developing pupils’ speaking skills well. Teachers have high expectations of how pupils behave and they respond outstandingly well, even those who have in the past found it difficult to comply with school rules. Pupils with special educational needs and/or disabilities are very well supported, with very effective use of outside agencies to provide additional and well-targeted guidance. Teachers and support staff are

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

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particularly effective in ensuring those pupils who enter the school after the normal starting times, often in Key Stage 2, are provided with guidance that helps them to settle well and take a full part in all aspects of school life. Teachers’ marking of pupils’ work is detailed and identifies clearly what they need to do to improve. Pupils are very aware of their targets, know exactly what it is they need to do to improve and strive to do their best. Specialist teaching of music and physical education accelerates pupils’ progress in these subjects very successfully.

While there is a strong focus on improving literacy and numeracy skills, other areas are not neglected. A wide range of interesting visits, visitors and residential journeys enriches the excellent curriculum. Pupils talk enthusiastically about the culture weeks which begin each term and which enhance their understanding, for example, of Polish, French and Maori cultures. The particularly good emphasis on the school’s artwork is reflected in its Artsmark award. All Key Stage 2 pupils take part in a joint residential visit and this makes a strong contribution to their moral and social development. The school’s garden area enhances pupils’ awareness of healthy eating well and the wildlife area contributes effectively to pupils’ understanding of the natural world. Excellent partnerships with other schools enhance pupils’ learning well, for example, more-able mathematicians have been provided with specialist teaching by a secondary mathematics teacher.

Transition arrangements both into and out of the school are extremely effective. The staff know the pupils exceptionally well. A strength of the school is the way in which senior leaders and staff work closely with outside agencies to support those pupils whose circumstances make them vulnerable, particularly those who have been unable to settle at other schools, enabling them to take a full part in school life. All pupils are provided with excellent support and are very well looked after. The ‘Morning Club’ provides a good, stimulating environment for pupils before the start of the school day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Since the previous inspection, a new system for tracking pupils’ progress has been introduced. This provides leaders and teachers with a very clear picture of pupils’ progress and is used effectively to identify underachievement and to put in place suitable interventions. Governance is good. The governing body monitors the work of the school well and holds it to account for the quality of education it provides.

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Governors visit regularly, observing lessons and meeting with staff. Their findings feed into the school development plan and help in determining the school’s future direction. The headteacher is successful in embedding ambition and driving improvement, and has been very effective in ensuring the school has continued to improve during a time when there have been many staff changes. New staff have embraced their roles well and are developing their leadership skills. Effective use is made of a range of rigorous and regular monitoring procedures, such as lesson observations and moderation of pupils’ work, so that self-evaluation is effective.

Development planning is based on accurate data, with strengths in provision being built on and weaknesses systematically and effectively tackled. The school ensures that discrimination in any form is not tolerated and promotes pupils’ equality of opportunity well. Community cohesion is planned effectively so that pupils gain a good understanding of, and empathy for, people from different cultures and religions overseas. The pupils’ understanding of people from different backgrounds in this country is developing well through a range of visits, visitors and links with other schools. All staff and governors have an excellent awareness and detailed understanding of safeguarding issues. The school’s procedures are used by other schools as exemplars of good practice. All staff undertake regular, high quality training for child protection and excellent collaboration with outside agencies ensures those pupils whose circumstances might make them vulnerable are looked after extremely well. Issues such as cyber bullying are incorporated effectively into the curriculum and governors’ contacts with parents ensure they are kept fully up to date with health and safety issues.

The vast majority of parents and carers are extremely appreciative of the school. They are regularly consulted and informed, including regular meetings with the governing body, and through the school website and learning platform which provides information about its activities. They are particularly appreciative of the opportunity to work closely with the school, for example attending numeracy events and the Fathers’ Reading day when many of them came in to read with their children. Partnerships with other schools and organisations greatly enhance provision, especially with regard to sport, business enterprise and specialist guidance.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children in both Nursery and Reception thoroughly enjoy coming to school and this helps them to make rapid gains in all areas of learning. The children are fully involved in their learning, contributing to their own assessments and the activities they undertake. The charts, provided for each child, enable them to select and then mark off the activities they have engaged in and they do this with remarkable maturity. The achievement stickers, which they get for completing tasks, motivate them extremely well. There is a very effective balance between teacher-directed and child-chosen activities, and the outside environment provides the children with a rich variety of activities that stimulate their learning. The regular teaching of phonics throughout the Early Years Foundation Stage enables children’s reading skills to progress exceptionally well so that, by the time they enter Year 1, most children read common words through using the letter sounds, write a simple sentence and also carry out simple calculations. Children’s curiosity about the world around them is stimulated very well through use of the outside area, for example children were engrossed in searching for worms and minibeasts during the inspection. Computers, too, are used to stimulate learning and children have quickly become confident users.

The high quality teaching and support ensure activities are stimulating. For example, children’s understanding of ‘most’ and ‘least’ improved considerably when the teacher’s stimulating use of the interactive whiteboard really kept their interest. Regular assessments by all staff provide an illuminating picture of the children’s progress. The computerised records are supplemented by photographs and anecdotal evidence and provide parents and carers with a detailed and informative picture of how well their children are progressing. Children are extremely well cared for and the excellent relationships that exist with staff encourage children to do their best, with moments of success celebrated.

Since the opening of the Nursery provision in May 2011, the headteacher, has been overseeing the Early Years Foundation Stage and is providing a very clear steer. During this time, the new teacher has been provided with excellent support, enabling her to take more responsibility for the department.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The proportion of parents and carers returning the questionnaire is above average. Almost all parents and carers are very happy with all aspects of the school. They were particularly pleased with the quality of education provided by the school and the effectiveness of the support provided for their children. They felt that health and safety are promoted well and that their children were provided with a wide range of interesting activities. Inspection evidence supports these views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Walton-on-Trent CofE 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 90 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	70	17	30	0	0	0	0
The school keeps my child safe	45	79	12	21	0	0	0	0
The school informs me about my child’s progress	31	54	23	40	0	0	0	0
My child is making enough progress at this school	34	60	21	37	0	0	0	0
The teaching is good at this school	37	65	17	30	0	0	0	0
The school helps me to support my child’s learning	32	56	24	42	0	0	0	0
The school helps my child to have a healthy lifestyle	36	63	20	35	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)	33	58	19	33	0	0	0	0
The school meets my child’s particular needs	31	54	25	44	0	0	0	0
The school deals effectively with unacceptable behaviour	33	58	21	37	0	0	1	2
The school takes account of my suggestions and concerns	27	47	27	47	1	2	0	0
The school is led and managed effectively	37	65	17	30	1	2	0	0
Overall, I am happy with my child’s experience at this school	45	79	12	21	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



8 December 2011

Dear Pupils

Inspection of Walton-on-Trent CofE School, Swadlincote, DE12 8NL

Thank you for making us so welcome when we inspected your school. We really enjoyed talking with you and were most impressed with how hard you work and your enthusiasm for learning. These are some of the things we found.

- You go to an outstanding school.
- Children in the Nursery and Reception classes are provided with an excellent start to their schooling.
- You make good progress in your English and mathematics and attain above-average standards by the end of Year 6.
- You have a really good understanding of what it means to eat and stay healthy and you take part in many of the sporting and physical activities that the school provides. You really enjoy your jobs and taking responsibility.
- Your excellent behaviour and high attendance help you to progress as well as you do. You do much to support others through many fund-raising activities.
- The school is well led and managed by the headteacher and other staff and they look after you extremely well.
- Teachers make lessons interesting and the curriculum provides you with many exciting visits, visitors and clubs.

To make it even better we have asked the school to make more of the lessons outstanding by making sure you have plenty of time to complete your activities and by allowing those of you who find the work a little easy to start on more difficult work sooner in lessons. All of you can help by telling your teachers if you find the work a little easy.

Thank you again for making us welcome.

Yours sincerely

Paul Edwards
Lead inspector

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