

# Walton Oak School

Ambleside Avenue, Walton-on-Thames, Surrey, KT12 3LN

<b>Inspection dates</b>		7–8 March 2013	
<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress during their time in school.
- Pupils' attainment is rising, and those currently in Year 6 are now working at the expected levels for English and mathematics, improving on when they were in Year 2.
- Skilled teaching assistants make a good contribution to pupils' learning, especially for disabled pupils and those with special educational needs or for those who speak English as an additional language.
- Children receive a good start to school life in the Early Years Foundation Stage where they are taught well.
- Most teaching is good and some is outstanding. Improvements in teaching are leading to more rapid learning and high quality work.
- Pupils are well behaved. They say they feel safe at school, a view that is supported by most parents.
- Good leadership and management have ensured that teaching and achievement are improving rapidly by making more checks and by providing useful training.
- Governors are a strength of the school. They are knowledgeable about the school's priorities for development and successfully strive to improve the quality of education that the school offers pupils.

### It is not yet an outstanding school because

- On the occasions when teaching is not good or outstanding, it is because work is not pitched at the right level, so that pupils sometimes lose concentration, and progress slows.
- While the school has a wealth of data not all leaders are fully involved in using it to check pupils' progress and to help to improve attendance.

## Information about this inspection

- Inspectors observed teaching in all classes. They visited 24 lessons of which four were joint observations with either the headteacher or the deputy headteacher. In addition, inspectors made a number of short visits to lessons, the nurture classroom and assemblies.
- They held meetings with leaders and managers, staff and pupils, members of the governing body and a representative from the local authority.
- Inspectors met informally with parents at the beginning and end of the school day and took account of the 34 responses to the online questionnaire (Parent View).
- They observed the school's work and looked at a number of documents, including the school's self-evaluation, the school development plan, checks on the school's effectiveness, records relating to behaviour and attendance, and safeguarding documents.
- Inspectors looked at pupils' work, listened to them read, and checked information on pupils' attendance.
- The inspectors analysed 42 questionnaires from staff.

## Inspection team

Gay Whent, Lead inspector	Additional Inspector
Avtar Sherri	Additional Inspector
Christine Bennett	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- Children in the Early Years Foundation Stage are taught in the Nursery and two Reception classes.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who are learning English as an additional language is above average.
- The proportion of pupils from a broad range of minority ethnic groups is above average.
- The proportion of pupils for whom the school receives the pupil premium (extra government funding for pupils known to be eligible for free school meals, children looked after by local authorities and children of service families) is above average. There are currently no children who are looked after by local authorities or children of service families at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching by:
  - making sure that all teachers plan their lessons so that they consistently challenge and maintain pupils' attention and interest.
- Strengthen the impact of leadership and management by:
  - making sure that middle leaders and phase managers develop their skills in checking the progress of those pupils who need extra help and guidance, particularly in relation to improving rates of attendance.

## Inspection judgements

### The achievement of pupils is good

- Achievement throughout the Early Years Foundation Stage is good because teachers plan a wide range of well-matched and interesting activities. Children enter the Nursery with much lower than expected literacy and numeracy skills. They make good progress in speaking, reading and writing, counting or carrying out simple calculations.
- Attainment in reading, writing and mathematics is broadly average by the end of Year 2 which is an improving trend since the last inspection. By the end of Year 6 attainment in 2012 although low overall is now improving at a faster rate than nationally, so that almost all pupils make good progress in reading, writing and mathematics. An increasing number of pupils are now making better than expected progress as shown in the school's robust tracking system which is a result of good or better teaching.
- Pupils who benefit from the pupil premium make good or better progress as their needs are accurately identified and a range of effective strategies are put into place to improve their learning. In the 2012 national assessment at age 11, their attainment, as demonstrated by their average point scores, was broadly in line with other pupils in the school in English and mathematics although below similar pupils nationally. A large proportion of this group also have special educational needs. The school tracks their progress every half term in order to meet their learning needs ever more precisely.
- Many disabled pupils and those with special educational needs make good progress. This is because the support and resources they receive ensure that provision is finely matched to their next learning steps.
- Those pupils who speak English as an additional language make good or better progress as a result of well-planned opportunities for them to talk and develop their vocabulary.
- Pupils from the minority ethnic groups also make good or better progress as a result of their high engagement and interest in their learning.
- Pupils enjoy reading. The teaching of phonics (learning about the sounds that letters make) is good. As a result pupils are now making faster progress than in the past in their reading across the whole school because they confidently use their knowledge of letters and sounds to read words they cannot recognise. In the Year 1 phonics check pupils exceeded the national average owing to good teaching and learning. The school has a well-stocked central library which is valued by all ages of learners and classrooms all have a wide selection of books for pupils to enjoy.
- Attainment in writing is improving throughout the school as a result of a consistent whole-school focus. This is evident in the quality of writing and presentation in pupils' books and on display in the corridors and classrooms, as in the evacuees' poetry and the examples of adverbial phrases, 'gazing at the earth and swimming in the deep ocean, the fish was as big as a huge aeroplane'.

### The quality of teaching is good.

- Children start their school life in the Early Years Foundation Stage with a positive learning experience. A broad range of opportunities is planned with activities that inspire the children's interests and ensure good learning both inside and outside the classroom.
- Teaching in most subjects, including reading, writing and mathematics, is usually good with examples of outstanding teaching across the key stages.
- Where teaching is outstanding all pupils are fully engaged in their learning. They all make visible progress throughout the lesson. This is also seen in their books over the year. Teachers plan challenging activities which immerse and involve all pupils in their learning. Lessons have a genuine sense of pace and a real purpose
- Well-planned lessons ensure that most activities are set at the right level of difficulty for the varying abilities of different groups of pupils. However, on a few occasions, these are not always

pitched at the right level and as a result they do not maintain pupils' interests well enough and progress slows.

- Teaching assistants are skilled and play a full part in lessons. They support and guide learning well and question pupils effectively, not only to test their understanding but also to extend their learning.
- Pupils say that teachers' marking helps them to improve their work. They are very familiar with their 'read, respond and initial' approach to teachers' marking comments. These are on display in classrooms across the school. Marking in books is extremely helpful and thorough and shows pupils how to improve their work. One pupil responds 'I've learnt so much from my mistakes, it doesn't matter if I make some more.'

### **The behaviour and safety of pupils are good.**

- Pupils behave well and are enthusiastic, friendly learners. They say they enjoy their learning. Almost all parents agree that their child is happy at the school.
- Parents, staff and governors agree that behaviour is good. Behaviour and safety are not yet outstanding because in those lessons where pupils are not challenged enough, learning slows. Relationships between pupils and between pupils and adults are a real strength of the school. This is seen in whole-school assemblies where behaviour is impeccable.
- Fostering good relationships is an important focus for the school. A small number of pupils who find it difficult to manage their learning in the classroom are invited to attend 'The Nest' nurture room where they are able to work as part of a small group in order to develop their confidence, learn how to concentrate better and solve problems before returning to their classroom.
- Pupils are kept safe. The vast majority of parents spoken to and who responded to the online questionnaire (Parent View) agree that their children feel safe.
- There are few recorded incidents of bullying of any kind. Pupils know what bullying is and can explain it well. Pupils in Year 4 say how effective their 'three steps to stop it approach' is in practice. They agree that adults will sort out any problems they may have.
- Pupils know that there are different types of bullying. For example, they talk knowledgeably about cyber-bullying and how to avoid it.
- Pupils keenly take responsibility through a wide range of different roles and responsibilities from being house captains, elected as members of the Pupil Parliament, to being playtime buddies. House captains are proud of their roles and carry out their responsibilities very sensibly.
- Attendance is below average. The school does its utmost to reduce absence with a wide range of promotions, such as certificates and rewards for good attendance, and penalties for unauthorised absence. This is a continuing area for improvement.

### **The leadership and management are good**

- The senior leadership team has created a strong team of teachers, middle managers and phase leaders.
- The school's self-evaluation is thorough and focused accurately on improving outcomes for pupils by tracking pupils' progress, evaluating the impact of teaching and adapting provision in order for pupils to learn at a faster rate whatever their ability. Development planning focuses accurately on priorities for improvement which are shared and understood by all staff.
- Teachers' performance management targets reflect school priorities and include targets for improving pupils' progress. A good programme for professional training is provided to improve teachers' skills, knowledge and understanding.
- The school has a wealth of data to check pupils' progress. This is used well by the senior leadership team to identify groups who may not be doing well enough. While they have been sharing this information with staff, this is not extensive enough to enable all leaders to have a

full awareness of how much progress pupils are making, particularly those with poor levels of attendance.

- Leaders focus effectively on ensuring that all pupils have equal opportunities to succeed and that there is no discrimination. Pupils are well prepared for the next stage in their education.
  - The curriculum is rich and vibrant and promotes pupils' spiritual, moral, social and cultural development well. Pupils say that they thoroughly enjoy their learning from finding dinosaur bones on the field to meeting a children's author and illustrator earlier in the week. There are many opportunities for visits and visitors which provide a good stimulus for learning throughout the school year. Specialist provision for music and physical education enhances curriculum provision very effectively.
  - The school has made good use of the support from the local authority which has provided training for leaders, teachers and governors. This support is appropriate for the school.
  - Safeguarding arrangements are thorough and pupils are kept safe.
  - **The governance of the school:**
    - Governors provide good challenge to leaders. They have a good understanding of the school's data regarding performance and how it compares to other schools nationally, and leaders are held properly to account. Governors take full advantage of available professional training and are committed to supporting the school. They ensure that the school's budget is used to good effect and there is a sharp focus on ensuring that spending is used to improve pupils' learning. Governors make sure that pupil premium funding is correctly directed at benefiting the learning of pupils in receipt of the funding. Governors regularly visit the school and also meet parents at their surgeries. They are knowledgeable about the quality of teaching and aware of how any underperformance is being tackled. They monitor the performance of teachers and ensure that it is used to recognise and reward good teaching. They are closely involved in checking the effectiveness of the school development plan.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134557
<b>Local authority</b>	Surrey
<b>Inspection number</b>	406563
<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>	464
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Katrina Davis
<b>Headteacher</b>	Mandy Watts
<b>Date of previous school inspection</b>	5–6 May 2011
<b>Telephone number</b>	01932 259604
<b>Fax number</b>	01932 259604
<b>Email address</b>	office@oak.surrey.sch.uk

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