

Walkington Primary School

Crake Wells, Walkington, Beverley, HU17 8SB

Inspection dates 17–18 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Walkington is at the heart of the community. It is a happy and harmonious school. It provides a caring and supportive environment in which pupils achieve well in English and mathematics, feel safe and are valued.
- Teaching is good overall and sometimes outstanding. Teachers are enthusiastic and ensure that all pupils are inspired to learn through exciting lessons.
- Pupils are proud of their school. They are eager to learn and their behaviour in and outside classrooms is exemplary.
- Pupils willingly take on roles of responsibility because they believe it is a way of giving something back to their school.
- Pupils' spiritual, moral, social and cultural development is outstanding. It is promoted extremely well through the curriculum and a range of well-considered and well-planned activities.
- The curriculum is exciting and well matched to meet pupils' needs.
- The headteacher has been resolute in setting a clear direction for just how successful the school can be. He is ably supported by a skilled leadership team.
- Leaders and managers are successful in driving the school forward. They carefully check the quality of teaching and the progress pupils make. Any pupils who are falling behind are quickly identified and given the help they need to catch up.
- Governors have an accurate view of how well the school is doing. They play an important and very successful role in supporting and challenging the school to drive improvements forward at a rapid rate.
- Attendance is above average.

It is not yet an outstanding school because

- Although teaching is good overall, it is not of a consistently high quality to bring about outstanding achievement.
- Work planned for pupils is not always hard enough, especially for more-able pupils.
- Pupils are not given enough opportunities to engage in extended pieces of writing across a wide range of subjects and thereby reinforce the skills they learn in English lessons.

Information about this inspection

- Inspectors observed 17 lessons of which two were joint observations carried out with the headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Years 1 to 4, four members of the governing body, senior leaders, parents and a representative from the local authority. Informal discussions were also held with pupils at break times and lunchtimes. A video conference was also held with Year 5 and Year 6 pupils who were on a residential visit during the inspection.
- The inspectors took account of 110 responses to the on-line questionnaire (Parent View) in planning the inspection, analysed 30 staff questionnaires and had discussions with parents at the beginning of the school day to ascertain their views of the school. Discussions were also held with two parents who requested meetings.
- The inspectors observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding and child protection were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Claire Fisher

Additional Inspector

Jan Lomas

Additional Inspector

Full report

Information about this school

- Walkington is an average-sized primary school.
- The headteacher is a Local Leader of Education. The local authority draws on his skills and expertise to support other schools.
- The proportion of pupils known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority) is below average.
- The proportion of pupils supported through school action is well below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is well below average.
- The proportion of pupils who join or leave the school other than at the usual time is slightly above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise pupils' attainment, especially in writing, by:
 - ensuring that there is always sufficient challenge in the work provided in lessons so that more pupils, especially the more-able, reach the higher levels in both Key Stage 1 and Key Stage 2
 - providing pupils with more well-planned opportunities to write at length in subjects other than English.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are typically expected for their age in all areas of learning. Children make good progress through the Early Years Foundation Stage and by the time they enter Year 1 attainment is above average. This is because of the vibrant indoor and outdoor learning environments and the wide range of well planned adult-led and independent activities that support their learning effectively.
- Throughout Key Stage 1 and Key Stage 2 pupils continue to make good progress. This results in overall attainment at the end of both Year 2 and Year 6 being significantly above the national average.
- In both Key Stage 1 and Key Stage 2, attainment in reading and mathematics is above that of writing. This is because the proportion of pupils who reach the higher levels in writing is below that in reading and mathematics.
- Pupils' reading skills are developed extremely well. Systematic teaching of letters and sounds in the Early Years Foundation Stage and Key Stage 1 is giving pupils the skills they need to tackle unfamiliar words confidently. This is reflected in the high proportion of pupils aged six who achieved well above the national expectation in a check of their understanding of the sounds that letters make. Pupils quickly move on to gain personal enjoyment from reading books independently and show a mature ability to discuss moral and ethical issues within the text.
- The school promotes and checks that all pupils have equal opportunities. Different groups, including those who are disabled or who have special educational needs and those from different ethnic backgrounds make similarly good progress. This is because of the good quality adult support and the programmes of work which are carefully matched to pupils' needs. However, sometimes more-able pupils do not achieve as well as they could because work in lessons is not always challenging enough.
- The income received by the school to support pupils known to be eligible for the pupil premium is spent judiciously on a range of well-considered interventions including one-to-one tuition, additional teaching assistants and a Parent Support Adviser. As a result, these pupils flourish. They make good progress in English and mathematics. Their performance in English and mathematics is equal to that of, and sometimes better than their fellow pupils.

The quality of teaching is good

- Teaching is good with some that is outstanding. However, not enough teaching is outstanding to ensure that a higher proportion of more-able pupils reach the higher National Curriculum levels.
- Teachers use assessment information well to take into account what pupils already know, understand and can do. This ensures that activities are suitably demanding for most pupils. However, at times, some pupils, especially the more-able, are not always offered hard enough work and this limits the rate at which they make progress.
- In lessons where teaching is outstanding, teachers use questioning effectively to gauge learning and, where appropriate, move pupils on rapidly to more challenging activities without unnecessary repetition, which puts progress on hold. They plan exciting activities for pupils to find things out for themselves and provide many opportunities for them to apply their skills to a range of problem-solving and purposeful activities.
- Throughout the school, pupils are given interesting and imaginative opportunities to apply and develop their reading and mathematical skills in real-life problem-solving activities. However, they are not provided with enough opportunities to apply the skills they learn in English lessons to extended pieces of writing in other subjects. This restricts the progress pupils make in their writing.
- Skilled teaching assistants support pupils' learning in and outside the classroom. They liaise closely with teachers and are often responsible for small group and one-to-one tuition. They are

highly effective in giving pupils, including those who are disabled or who have special educational needs, a boost to their learning. This work is carefully monitored, ensuring that no pupils fall behind in their work, each being given excellent opportunities to achieve their best.

- Pupils' work is marked regularly and thoroughly. They are given detailed and challenging pointers about how to improve their work. All pupils know their targets for improvement and are eager to talk about exactly what it is they need to do to improve. Many have high aspirations and express a desire to beat the already high expectations set by their teachers.

The behaviour and safety of pupils are outstanding

- The school provides an exceptionally caring and supportive environment in which all pupils are valued.
- Teachers manage behaviour extremely well and resolve issues swiftly and quietly. Relationships between pupils and adults are excellent. Pupils are carefully nurtured as individuals. They are aware of all the different forms of bullying, reflect on the impact of their actions on others and take full responsibility for their personal conduct. Consequently, the use of unpleasant language and incidents of bullying are extremely rare.
- Pupils are confident in sharing their concerns because they know that they will be listened to. They feel safe in school and know who to turn to if they are worried about anything. They know how to keep themselves safe, including when using the internet.
- Highly positive relationships, a wide range of visits and an extensive variety of after-school arts and sports clubs make a strong contribution to pupils' outstanding social development. They have a high regard and level of respect for others' cultures and beliefs. They understand their rights and responsibilities and willingly take on jobs around the school because, as one pupil pointed out, 'It's our school and we can help to make it even more happy and friendly.'
- The work of the Parent Support Adviser has been effective in improving communication between home and school. She has worked well with the school to improve pupils' attendance as well as helping parents resolve any difficulties which could adversely affect their children's performance at school.
- Attendance is above average.

The leadership and management are good

- The quiet, calm but strong and determined leadership given by the headteacher provides a crystal clear vision, ensuring a strong sense of teamwork. He is supported fully by all staff in his resolve to strive for the best.
- Responsibilities are shared effectively among leaders and managers. They know the school well. Their sharply focused and rigorous checks on teaching and learning give staff clear guidance on how to enhance their skills, driving improvement forward by tackling weaknesses quickly and successfully. This process is supported by effective performance appraisal systems to review teachers' work. Consequently, only the most effective teachers have been promoted into positions that are enabling them to improve the quality of teaching across the school.
- The school keeps a very close track of the progress that individual pupils make, continuously checking that all pupils have equal opportunities for success and that there is no discrimination. The progress of pupils known to be eligible to support from pupil premium funding and those with disabilities or who have special educational needs is checked very carefully. Where there is any concern that a pupil is falling behind, appropriate support is swiftly put in place to ensure they achieve as well as their classmates.
- The curriculum is well planned, rightly focusing on reading, writing and mathematics. The topic-based learning means that these subjects are threaded imaginatively through pupils' activities. However, there are not enough opportunities for pupils to engage in extended pieces of writing within these topics and this restricts the progress they make. The curriculum is enriched by

many exciting and memorable activities such as visits to the Second World War museum, Eden Camp. These visits fire up pupils' imaginations and bring learning to life.

- Pupils are given opportunities to play a range of musical instruments and engage in a wide range of exciting physical education activities, music, dance and sports clubs. These activities provide pupils with a wealth of experiences which enrich their lives, support their physical, health and emotional well-being and make a significant contribution to their outstanding spiritual, moral, social and cultural development.
- The local authority provides good support to the school. It is aware of this school's qualities and draws on the expertise of staff to support other schools within the local authority.
- **The governance of the school:**
 - Governors have an excellent understanding of data and through frequent formal and informal visits, they have become increasingly aware of the quality of teaching and how it relates to pupils' progress. As a result, governors have an accurate view of how well the school is doing and are able to challenge leaders rigorously. Governors keep a close eye on the allocation and impact of any spending, including pupil premium funding. Governors ensure that reviews of teachers' work are linked closely to the progress and attainment of all pupils, to the standards expected of teachers and to the pay scales that teachers are on. Safeguarding and child protection have a high priority and they ensure that statutory requirements are met.

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

Unique reference number	117866
Local authority	East Riding of Yorkshire
Inspection number	425943

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Chris Howard
Headteacher	Chris Bullough
Date of previous school inspection	11 September 2008
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