

Inspection of Walton-on-the-Hill Primary School

Walton Street, Walton-on-the-Hill, Tadworth, Surrey KT20 7RR

Inspection dates: 14 and 15 September 2021

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until this year, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils at Walton-on-the-Hill Primary School love their lessons. They enjoy their learning because the teachers make the work interesting. They trust their teachers to help them. Pupils say they feel safe. Parents praise the nurturing culture at the school.

Staff have high expectations of all pupils. They encourage pupils to always try their best. Pupils develop the confidence to keep going even when the learning is difficult. They are happy to take on challenges. Pupils willingly support each other in their learning.

Pupils enjoy the wide and varied curriculum provided. The school offers an impressive range of activities. Music flows through the school. Pupils eagerly participate in the many sports activities. They love to take part in the drama productions throughout the year.

Pupils behave exceptionally well. They are courteous and kind. Everyone knows about 'The Walton Way'. Pupils understand and live out the principles of being 'ready, respectful and safe'. Bullying is rare at the school. Staff act quickly if it happens.

Parents value the care that staff give. As one parent wrote, 'I never ever worry about my children when I leave them, and I really feel my children are thriving at this school.'

What does the school do well and what does it need to do better?

Leaders have high aspirations for their pupils. They aim for all pupils to develop a love of learning. To achieve this, they work to ensure learning is stimulating. Teachers plan learning that engages pupils' curiosity and interest. The varied curriculum expands pupils' understanding and skills. This is true from Reception through to Year 6. Staff make sure that all learning meets the national curriculum expectations. Teachers have secure subject knowledge. They explain ideas skilfully so that pupils learn concepts well.

However, leaders have not specified precisely what knowledge within each subject they want pupils to learn. There is currently a greater emphasis on skills. For instance, in geography, pupils practise how to use grid references for maps. The plans focus on pupils developing their map reading skills, but not on the precise knowledge required to develop that skill. Leaders have not tracked carefully how knowledge builds over time. As a result, the sequencing of curriculum content is not sufficiently thought through.

Teachers' use of assessment is effective. They watch carefully to identify whether pupils understand what they are learning. They use this information to adapt their

teaching and identify pupils who need additional support. Pupils with special educational needs and/or disabilities (SEND) are fully included in lessons. Teaching assistants work well with the teachers to help pupils learn effectively. Leaders track pupils with SEND carefully. They use this information to adapt the support as needed.

Reading is a high priority in the school. Teachers make sure that all pupils read or are read to at least three times a day. Storytime is popular and even the youngest pupils sit entranced. Pupils talk about their reading with confidence and understanding. They can tackle challenging texts independently.

Children start learning phonics straightaway in Reception. Leaders have recently moved to a new programme for their phonics delivery to ensure that reading books closely match the sounds pupils are learning. As they go through key stage 1, almost all pupils gain fluency in their reading. Those few pupils who struggle receive effective support. All pupils by the end of key stage 2 can read independently.

The behaviour of pupils is exemplary. There is no disruption to learning. Pupils relish their lessons and are keen to make progress. The 'Walton Way' principles are well observed. This results in a calm, ordered and harmonious school community. Even the youngest children settle quickly to the routines. Attendance is high across the school.

Pupils' personal development is carefully planned. Leaders talk about the 'Waltonness' of each pupil. Leaders are at pains to develop the whole child. They make sure pupils take part in debates and discussions in class. As a result, pupils speak with confidence and maturity. They are encouraged to be active citizens through community events and charity fundraising. Leaders ensure that all pupils take part and benefit from these experiences.

The headteacher has made sure that pupils feel nurtured and learn well. He and his staff have created an ambitious and happy school community. Staff are all very proud to work at the school. Leaders make strenuous efforts to support and develop their staff. Governors work well with leaders. However, in order to challenge leaders effectively, they need a more thorough understanding of the school's curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have strong systems in place for safeguarding. Staff have a high awareness and understanding of safeguarding. They have received appropriate training, and they pass on concerns swiftly. In turn, leaders work effectively with other agencies to offer support to families. Leaders are aware of local safeguarding risks. They always remain vigilant to any risk. Leaders ensure that safeguarding systems are robust and reliable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject plans do not focus clearly enough on what pupils should learn. At present, these plans focus more on skills than the essential component knowledge that needs to be taught. Consequently, pupils' learning in the foundation subjects is not as effective as it could be. It is clear that leaders have begun to revise and improve their plans. For this reason, the transitional arrangements have been applied. Leaders should keep the revised plans under review and adapt them as needed so that they fully support and deepen pupils' learning. Governors must be closely involved in monitoring these plans so that they have an accurate understanding of what progress is being made.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	124939
Local authority	Surrey
Inspection number	10199386
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Heather Levine-Chesler
Headteacher	Timothy Samuel
Website	www.walton-on-the-hill.surrey.sch.uk
Date of previous inspection	14 March 2007, under section 5 of the education act 2005

Information about this school

- The school is a one-form-entry primary school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact with school leaders and have taken that into account in their evaluation.

- Inspectors reviewed the school's safeguarding arrangements. They looked at relevant documentation, staff recruitment checks and training. They also considered how well adults in the school act on emerging concerns about pupil welfare.
- Inspectors spoke with staff and pupils to gather their views. They considered 67 responses to Ofsted's online survey, Parent View, including 51 free texts.

Inspectors also took account of 23 responses to the survey for staff and 14 replies to the pupils' survey.

- Inspectors held meetings with leaders and with the chair and vice-chair of governors. They also spoke with a local authority adviser.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans and spoke with leaders about some other subjects.

Inspection team

Yasmin Maskatiya, lead inspector

Her Majesty's Inspector

James Broadbridge

Her Majesty's Inspector

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