

Inspection of Wallace Fields Infant School and Nursery

Wallace Fields, Ewell, Epsom, Surrey KT17 3AS

Inspection dates: 30 November and 1 December 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Ambition and determination for everyone to succeed leads to pupils getting off to a flying start. A sense of purpose permeates the school, which leads to pupils being enthusiastic about learning. Pupils are happy and willingly immerse themselves in what they learn, asking thoughtful questions and giving well-thought-out answers. Every second of the school day counts and pupils relish the many opportunities they have to become more knowledgeable.

Staff and pupils describe the school as a family. Every pupil is treated as an individual, and this includes pupils with special educational needs and/or disabilities (SEND). A culture of recognising and valuing difference is supported through pupils learning about different cultures and religions. Pupils are proud of and celebrate the 32 languages spoken by pupils at the school. Assemblies encourage pupils to reflect on what makes them unique.

One of the school's values is 'respect'. Pupils demonstrate this in abundance. They use their manners and are kind, caring and considerate of others. Those who find themselves without a friend at playtime head over to the 'friendship bench', where they are quickly approached by other pupils offering to play. Pupils say that they can talk to staff when they have worries.

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

A highly ambitious curriculum means that pupils' knowledge and skills develop over time. Staff know what must be taught in every subject and carefully check pupils' understanding. Learning is regularly revisited so that it sticks in pupils' minds. In the early years, highly skilled staff help children to express themselves by developing their vocabulary. Staff provide opportunities for children to share, take turns, listen and recognise their own feelings and those of others.

The careful sequencing of learning means that pupils have a deep understanding of what they learn. Teachers encourage pupils to think about what they already know in order to help them with new learning. For example, in mathematics, pupils in Year 1 use their previous knowledge of shapes to learn about their properties. In art, pupils use their knowledge of colour and apply this to different painting techniques. For example, Seurat's pointillism, where small, distinct dots of colour are applied in patterns to make an image.

Leaders and staff have high expectations of pupils. This includes those with SEND. Staff know how to support these pupils because of how well their individual needs are identified. They use this information to help pupils keep up with their peers. Breaking down more complicated tasks, providing additional resources and one-to-one support all help to ensure that they make excellent progress.

The school's phonics programme leads to a highly consistent approach to the teaching of reading from the early years to Year 2. Pupils know the sounds that letters make. They regularly practise these sounds and blend them together well. This leads to pupils becoming confident, fluent readers quickly. Reading groups give pupils the regular practice they need. Pupils learn to read with expression so that what they read interests the listener. They also learn to read for meaning so that they understand what they read.

Pupils behave exceptionally well because they know what is expected of them in lessons and at playtimes. Phrases used by staff provide useful reminders of the expectations. For example, 'Give me five' signals to pupils who they need to listen. 'Walking not talking' is a reminder that pupils need to walk sensibly and quietly around the school. Pupils are motivated to behave and learn well. For example, one pupil during the inspection had a smile on his face when he told staff that he had been to the headteacher's office to collect an award for showing 'perseverance'. He explained: 'This is when you keep going when things get difficult.'

A high-quality personal, social and health education programme (PSHE) ensures that pupils from the early years to Year 2 learn about many important themes. For example, pupils learn about what makes families different, good friendships, how to stay safe online and how to recognise if they are being bullied. Pupils' learning is enriched by the many music, art and dance festivals and school trips they get involved in. 'Pupil parliament' encourages pupils to give their opinions. They engage eloquently in discussion and listen attentively to each other.

A deep commitment to constantly strive for more is shared by leaders, trust staff and governors. Governors ask the right questions of leaders. This helps leaders to constantly refine the high quality of education they provide. Staff feel very well supported by leaders who think carefully about staff workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff take their responsibilities to safeguard pupils very seriously. Thorough checks are carried out on all those working at the school.

Leaders ensure that staff are well trained so that they know about the risks pupils face. Staff know pupils and their families very well. This helps them to spot changes in behaviour and anything that is concerning.

Staff know how to escalate their concerns, speaking to the designated safeguarding leads (DSLs) as well as recording their concerns and actions. Leaders have clear processes that allow them to take swift and appropriate actions to safeguard pupils.

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	143001
Local authority	Surrey
Inspection number	10211777
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	Board of trustees
Chair of trust	Linda Ross
Headteacher	Nicky Mann (co-headteacher) Jamie Hallums (co-headteacher)
Website	www.wallacefieldsinfantschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is led by co-headteachers.
- The school converted to become an academy in June 2016. In September 2021, the school joined a multi-academy trust called South Farnham Educational Trust.
- The school has a Nursery called Shining Stars Nursery. This includes provision for two-year-olds.
- There are 66 children who attend the Nursery.
- 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 of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors did deep dives in reading, mathematics, science and PSHE. They discussed the curriculum with leaders, staff and pupils, visited lessons, looked at pupils' work and listened to pupils read.
- Inspectors met with curriculum leaders of geography, history, music and art to discuss the curriculum in these subjects. They also scrutinised curriculum planning and spoke to pupils about their learning in these subjects.
- Inspectors visited the early years provision, including the Nursery.
- Inspectors met with senior leaders, staff, pupils and those with responsibility for governance, including the co-chairs of the local governing body and a trustee.
- Inspectors considered responses to the confidential survey for staff. They talked to a small number of parents during the inspection and took account of the responses to Ofsted's Parent View questionnaire.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the school's website and policies, met with DSLs and spoke with pupils and staff. They checked school records of safeguarding checks carried out on adults working at the school and spoke with those responsible for governance.

Inspection team

Shaun Jarvis, lead inspector

Her Majesty's Inspector

Joyce Lydford

Ofsted Inspector

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