

Inspection of Walliscote Primary School

Walliscote Road, Weston-Super-Mare, Somerset BS23 1UY

Inspection dates: 22 and 23 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils feel part of a unique and welcoming school. Some call it the 'Walliscote family'. Pupils are polite, respectful and helpful in lessons. They listen well and enjoy learning in a caring environment. Pupils are confident, independent and engaged in their lessons. All ages play well together at breaktimes. Staff and pupils are warm and respectful to one another. Pupils learn to be thoughtful and appreciate others. They attend regularly and enjoy coming to school. Even the youngest pupils know and understand what it means to stay safe at school and in the community.

Staff have high expectations for how pupils behave. They make sure all pupils understand right from wrong and know what they need to do to improve their behaviour. Leaders do not pretend that bullying and poor behaviour do not happen. Pupils are confident that when they report a problem, staff will deal with it quickly.

Leaders involve parents in the life of the school. Many parents recognise and praise the school's work. They are positive about the caring and supportive staff and about how well the school supports children to thrive emotionally and academically.

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

Leaders are ambitious for all pupils. In most subjects, they have developed a well-planned curriculum. Pupils can recall much of what they have learned. For example, pupils know about and understand the concept of invasion in history. They apply what they know across different time periods when learning new concepts. Pupils build on their secure knowledge of number to problem-solve and reason in mathematics. In early years, children settle to work quickly and have a real interest in learning. They are calm and thoughtful during discussions. There are high expectations of the vocabulary and language children use. Teachers use questioning and assessments well to understand and develop pupils' depth of knowledge.

A few subjects in the school's curriculum are less well developed. Subject leaders have set out the important knowledge pupils should know and by when. However, they have only recently started to check how well pupils know and understand the curriculum in these subjects. As a result, teachers do not have a full understanding of pupils' misconceptions.

Staff understand pupils with complex needs well. They make sure lessons meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Staff support these pupils to work well independently and to be involved in school life. As a result, pupils with SEND are well prepared for the next steps of their education.

Leaders make sure that reading is a priority across the school. Children learn phonics soon after they start in Reception. Most pupils read books that match the letter sounds they know. If pupils find reading difficult, they get extra help so they can catch up. Pupils in key stage 2 read from and listen to a range of classic books.

There is a strong culture of reading in the school community. Staff make sure all activities interest and build on children's important learning. Leaders provide effective training, so that all adults give children skilful support. Children learn and use a wealth of new vocabulary. They confidently take part in routines. Leaders think about how learning in Reception connects with learning that pupils will encounter in the future. Children have a strong basis to build on.

Leaders place as much importance on pupils' wider development as they do on their academic achievement. Pupils enjoy a wide range of experiences that help them to learn and broaden their horizons. Peer mentors help pupils get on with each other and not fall out at breaktime. Specialist visitors to the school help develop pupils' well-being. Assemblies promote the school values of 'Aim High, Work Hard, Be Kind'. Pupils learn about and appreciate different ways of life and value the role their school plays in the local community. For example, the school council works closely with local charities. Pupils say the curriculum helps them to understand and build positive relationships with their peers. Pupils enjoy the benefits from the wide range of clubs and activities.

Staff work closely as a team. They appreciate leaders' efforts to reduce their workload. Governors support the school's inclusive ethos. They keep up to date with the improvements leaders make to curriculum and behaviour. Trust leaders have an accurate view of what the school needs to do next.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the school's safeguarding context well. They ensure that keeping pupils safe is their top priority. Pre-employment recruitment checks are thorough. Leaders make sure staff are alert to signs that pupils may be at risk of harm. Staff share any concerns they have about pupils' welfare with leaders responsible for safeguarding. They are tenacious in securing the right support for pupils who need it. Leaders ensure that pupils get the help they need as quickly as they can.

The curriculum gives pupils a good understanding of how to stay safe when using the internet and social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not yet well planned and sequenced in all subjects. In a minority of subjects, pupils do not always recall what they have learned before. Leaders must ensure that pupils learn key knowledge and vocabulary to support them to know more and remember more in all subjects.
- Leadership in some curriculum subjects is underdeveloped. Consequently, subject leaders do not have a clear understanding of how well their subject enables pupils

to build knowledge over time. Leaders must ensure that subject leaders bring about improvements to the curriculum, so pupils learn and remember more.

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	144922
Local authority	North Somerset
Inspection number	10212141
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	Board of trustees
Chair of trust	Rosemary Carr
Headteacher	Heidi Hudd
Website	www.walliscote.n-somerset.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Extend Learning Academy Network multi-academy trust. It joined the trust in October 2017.
- There have been several changes at leadership level since the school opened. The current headteacher has been in post since September 2018.
- The school uses one registered alternative provider.

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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, the deputy headteacher, other school staff, school governors, the trust's chief executive officer and school improvement lead.

- An inspector met with the special educational needs coordinator to consider the quality of education for pupils with SEND.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, design and technology and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about some other subjects, including personal, social, health and economic education.
- An inspector listened to pupils in Reception and Years 1 to 4 read to an adult.
- An inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. Inspectors considered how well the school protects pupils and keeps them safe. They also talked to pupils, staff and governors about safe working practices.
- Inspectors observed pupils' behaviour in lessons and around the school site. An inspector visited the breakfast club.
- Inspectors considered 11 responses to the online survey, Ofsted Parent View, including 10 free-text responses. Inspectors also considered 10 responses to the staff survey.

Inspection team

Richard Vaughan, lead inspector	Ofsted Inspector
Ross Newman	Ofsted Inspector
Matthew Shirley	Ofsted Inspector

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