

Inspection of Wallands Community Primary and Nursery School

Gundreda Road, Lewes, East Sussex BN7 1PU

Inspection dates: 21 and 22 September 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	Requires improvement

What is it like to attend this school?

The collective approach for everyone to be 'ready, respectful and safe' means that this is a great place to learn. Pupils are kind and considerate. They are taught to cultivate positive attitudes in line with the school's values. From the oldest to the youngest, children are proud when they are recognised and rewarded for demonstrating these character traits.

Leaders have high aspirations and hopes for pupils to achieve all they are capable of. They also care deeply about the well-being of every child. Staff are proactive in providing whatever support pupils need to build their self-esteem and achieve success. There are warm relationships between adults and pupils, including those with special educational needs and/or disabilities (SEND). Friendships blossom across age groups and this contributes to a feeling of community and belonging.

In the rare event of unkindness or bullying, pupils say they trust adults to resolve issues sensitively and quickly. They say they feel safe and that this is a school where everyone is expected to treat one another with respect. When pupils are enjoying breaktimes, they play and interact with enthusiasm in the well-developed school grounds and on the newly developed play equipment.

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

Leaders across the school have worked determinedly to develop an ambitious curriculum that meets the needs of all pupils, including pupils with SEND. Subject leaders have carefully thought about what pupils need to be taught. Consideration has been given to what knowledge and skills children acquire in the early years. This helps leaders understand how to build on this for their future learning in subjects such as history and physical education. As this curriculum becomes embedded, leaders know they need to ensure that teachers have a consistent approach to checking that pupils know and remember more.

All pupils can learn alongside their peers in this school, and staff are well trained to adapt learning to make sure this is effective. Leaders have worked together to put robust systems in place to identify pupils who need additional help. Leaders make sure that pupils get the right support and that it makes a difference. For pupils with an education, health and care plan who need more specialist help, they receive targeted support. Those with special facility placements attend the specially resourced provision for pupils with SEND (specially resourced provision). These pupils flourish and achieve well. They are included in the wider aspects of school life and learning when this benefits their education and achievement.

Leaders are determined that every child will learn to read. In Reception, children get off to a strong start. They are quickly absorbed in phonics lessons and activities which they join in with their full attention. Adults provide them with lots of opportunities to practise and apply their sounds as they play and learn throughout the day. There has been significant investment to make sure books match the

sounds pupils know so that they can practise and become fluent readers. Leaders know there is further work to fully embed the teaching of phonics and early reading. This includes strengthening teachers' knowledge and expertise to make sure that there is a consistent approach in every class.

Staff get to know pupils and their families well. When children start in the early years, they settle quickly into their new environment. Leaders and adults have created an atmosphere that is genuinely child centred. The spacious inside and outdoor areas are well resourced with activities which promote learning across the early years foundation stage. Clear but adaptable planning means children's interests are integrated into learning activities to motivate them. Leaders are now considering how to join up their approaches to support an even smoother transition for children as they move into Year 1.

Pupils generally behave well in class. Where there are issues, leaders respond swiftly, sensitively and in a supportive way. Older pupils feel a personal sense of commitment to the current focus on having a 'no outsiders' attitude. This means they confidently articulate their views that whatever differences people may have, everyone is included here.

Personal development opportunities are broad and varied. Pupils keenly talk about the different clubs they enjoy attending. Pupils could eagerly describe their recent trip to Newhaven Fort where they enjoyed interactive learning sessions that included e-safety and first aid.

Through carrying out their link roles, governors know the school well. They understand the challenges leaders face and share their high aspirations for all pupils. Leaders are considerate of the dedication and hard work of the staff.

Safeguarding

The arrangements for safeguarding are effective.

A strong culture of safeguarding pervades the school. Staff are well trained and know how to follow the school's processes to raise any concerns. Record-keeping is clear and well organised. Leaders' interactions with external agencies are consistent and timely.

Leaders are dedicated to making sure pupils get the help they need. They do not give up until they know they are safe. Pupils are taught how to keep themselves safe online and how to build healthy relationships. They are clear about what to do if they are worried about something and trust adults in school to help them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment within the foundation subjects is not yet consistently in place. As a

result, teachers are less confident in accurately checking how pupils' knowledge and understanding within some subjects are developing. Leaders should carefully monitor the effectiveness of assessment to ensure that pupils know and remember more across the school's curriculum.

- Leaders have not ensured that all staff have the necessary subject knowledge and expertise to consistently implement the phonics scheme. This means there is some variability in implementation. Leaders must continue to focus on securing staff's knowledge so that every pupil learns to read independently and fluently.

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.

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	114405
Local authority	East Sussex
Inspection number	10241212
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	257
Appropriate authority	The governing body
Chair of governing body	Sara Russet
Headteacher	Debbie Collis
Website	http://wallandsschool.org
Date of previous inspection	13 and 14 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school has breakfast and after-school clubs. These are managed by school leaders.
- The school has nursery classes.
- The school has a specially resourced provision for pupils with speech language and communication needs and autism spectrum disorder.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the designated safeguarding lead, other senior leaders, subject leaders, teachers and teaching assistants.

- The lead inspector met with governors, including the chair of the governing body. She spoke to a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, PE and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also observed pupils' behaviour in lessons and outside during social times.
- Inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, speaking to staff and governors and discussing this with pupils.
- The inspection team considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys and discussions conducted throughout the inspection.
- Inspectors reviewed a range of the school's documentation, including school improvement documentation and governing body minutes.

Inspection team

Jo Petch, lead inspector

His Majesty's Inspector

Lesley Fisher-Pink

Ofsted Inspector

Stephen Jackson

Ofsted Inspector

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