



# Walkington Primary School

## Inspection Report

**Unique Reference Number** 117866  
**LEA**  
**Inspection number** 280172  
**Inspection dates** 5 December 2005 to 6 December 2005  
**Reporting inspector** Mrs Jane Randall

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

<b>Type of school</b>	Primary	<b>School address</b>	Crake Wells
<b>School category</b>	Community		Walkington
<b>Age range of pupils</b>	4 to 11		Beverley, HU17 8SB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 861115
<b>Number on roll</b>	260	<b>Fax number</b>	01482 871118
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Christopher Howard
<b>Date of previous inspection</b>	1 November 2000	<b>Headteacher</b>	Mrs Susan Eves

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 5 December 2005 - 6 December 2005	<b>Inspection number</b> 280172
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## Introduction

The inspection was carried out by three Additional Inspectors

## Description of the school

The school serves a large village and the surrounding area. The number of pupils who claim free school meals is very small. When pupils enter the school, their overall attainment is above average for their age. A few pupils are from minority ethnic backgrounds. None is at an early stage of learning English. The proportion of pupils who have learning difficulties or disabilities is below average; four have a Statement of Special Educational Need at the highest level. The school has just emerged from a difficult period of staffing instability, caused by factors beyond its control.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with some good features. Personal and social development, care and guidance for pupils and the quality of the curriculum are all good. The inspection team cannot agree with the school's view that it is good, because pupils' progress and achievement are only satisfactory. Pupils enter the school with above average skills; by the end of Year 6, their overall attainment is just above average, so progress is satisfactory. The school is aware of the need to improve this and has taken several initiatives to do so. Whilst leadership and management are satisfactory, it is clear that recent difficulties have been overcome as well as possible and there is a good capacity to move forward and improve. Teaching is satisfactory. The pace and challenge of learning are not high enough in some lessons, and the clearly identified learning targets are not yet consistently used in all classes to improve progress for individuals. The school has introduced a number of interesting measures recently to improve the quality of teaching and learning. These add well to pupils' enjoyment of lessons. The quality of provision in the Foundation Stage is good and standards are above average. Pupils feel valued, safe and happy in school, and parents rightly appreciate all that it does for their children's care and well-being. The school gives satisfactory value for money.

not applicable

### What the school should do to improve further

- Use the identified learning targets more consistently to raise standards and improve progress.
- Ensure that, in all classes, the pace of learning and the level of challenge and expectation are high enough to raise achievement further.

## Achievement and standards

### Grade: 3

Achievement is satisfactory; standards are broadly average and improving. The school has experienced a significant upheaval in its staffing in the last two years. Standards fell in 2004, but the national tests in 2005 saw some recovery at the end of Years 2 and 6, as the school began to emerge from its difficulties and tackle pockets of underachievement that had developed. Although children show a wide range of attainment when they join the reception class, the overall level is above average. Achievement in the Foundation Stage (reception class) is good. Attainment in the 2005 national tests at the end of Year 6 was just above average. Progress and achievement across the school are satisfactory. The school knows that it needs to focus on raising standards further, particularly in mathematics. A careful analysis of test data has enabled it to give greater emphasis to the investigating and problem-solving aspects of mathematics. The school attains higher results in science than in English and mathematics. Pupils achieve good standards in both art and design and information and communication technology (ICT). Effective support enables pupils

with learning difficulties to make good progress. Pupils from minority ethnic backgrounds achieve as well as other pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They clearly enjoy school and understand the importance of learning. They are mature and confident. They feel safe in school, have a good understanding of right and wrong, and develop the skills required for future economic well-being. Relationships with each other and with adults are good and behaviour is good at all times. Pupils work well together in pairs and groups. Their spiritual, moral, social and cultural development is good. Pupils learn well about their own culture and that of others. The good use of visits and visitors promotes understanding. Pupils are encouraged to think of others less fortunate than themselves and they make a good contribution to the wider community by supporting charities. They understand and adopt healthy lifestyles, and learn how to stay safe. Initiatives such as a healthy lifestyle week and the Healthy School Award support this learning well. Pupils are encouraged to be independent and socially active through a range of activities that prompt them to take responsibility for themselves and others. For example, they offer friendship to vulnerable peers. The school council gives pupils good opportunities to learn about citizenship and to influence the life of the school. Pupils' views are also sought through questionnaires. Attendance is good; most absences are due to holidays in term-time.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, although the school believes they are good. Some good lessons and one outstanding lesson (in mathematics) were seen, but lessons are not consistently challenging for pupils. In the Foundation Stage teaching and learning are good. Teachers and support staff work very well together as a team. They keep a good focus on ongoing assessment, and use it rigorously to plan for different groups. In Key Stages 1 and 2 teachers organise their lessons well and manage their classes skilfully. As a result, relationships are good and pupils behave well. The pace and challenge in lessons vary and teachers do not always have high enough expectations of what pupils could achieve. Assessment is satisfactory. The school has good procedures to assess progress and to set clear individual targets for learning. However, these targets are not used consistently across the school to check and raise the pace and quality of learning and progress. Pupils with learning difficulties receive good support and make good progress. Some local initiatives and projects are raising the quality of teaching and learning in some classes.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Sound planning ensures that pupils of the same age, but in different classes, all benefit from a full and appropriate curriculum. The school emphasises the teaching of basic skills and holds the Basic Skills Charter Mark. Links between subjects are becoming more effective, particularly with ICT. Pupils in Key Stage 2 clearly enjoy learning French. The curriculum in the Foundation Stage is flexible and provides good opportunities for children to take part in whole-class and group activities and in those that they choose for themselves. Well-planned programmes promote good progress for pupils who have learning difficulties, particularly those with statements. Across the school, pupils have good opportunities to learn how to lead safe, healthy and socially responsible lives. The extracurricular provision is good and includes opportunities for older pupils to take part in outdoor and adventurous activities.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support for pupils are good. It is a caring school. Procedures for ensuring pupils' health, safety and well-being are thorough and effective, and child-protection procedures are very secure. Pupils state that they would have no hesitation in seeking the help of a teacher if they had a problem. They feel safe in the playground and support each other through a system of elected friendship representatives. There are good procedures for identifying and supporting pupils who have learning difficulties, and for ensuring that they make good progress. The school has introduced systems to encourage and guide pupils to assess their own learning, and these are developing well in some classes. Individual targets are set to ensure that pupils can always progress at their best rate of learning. However, inconsistency in the way teachers use these targets hinders such progress.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall, although the school thinks they are good. The school has just emerged from a period of difficult staffing issues and is now back on track to improve further under the leadership of an effective senior management team. New subject leaders have not been in post long enough to have made a measurable impact on raising standards, although they have the knowledge and understanding to do so. An efficient system for assessing and tracking pupils' progress has yet to be consistently implemented in all classes as a tool for improving achievement and raising standards. The school evaluates itself satisfactorily. As a result, the improvement plan accurately identifies the main areas for improvement. Parents show good overall support for the school, although some concerns about progress and the level of challenge stem from the staffing difficulties recently faced by the school. Parents are consulted through questionnaires and by feedback sheets

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after meetings. The school is good at identifying and meeting the needs of pupils with learning difficulties. The Foundation Stage is led and managed well. Efforts to include, support and value all are particularly effective for pupils from minority ethnic backgrounds and also for those who have learning difficulties. Inconsistencies in other areas limit the effect of the school's good effort. Governors recognise that further work is needed to monitor and evaluate the school's action to improve progress. All statutory requirements are met.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

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Walkington Primary School  
Crake Wells  
Walkington  
Beverley  
HU17 8SB

30 November 2005

Dear pupils

Following our visit to your school this week, the inspection team would like to thank you for being so friendly, helpful and polite. We enjoyed our visit very much and think that you are right to enjoy your school. We were impressed by your good behaviour and your efforts to learn. The best things about your school are the way in which you are cared for and your personal development. We think that these aspects of your school are good. You try hard with your work and the results in your tests are improving. Your results have been better in science than in English and mathematics. Your teachers intend to make sure that they are even better this year, particularly in mathematics. I know that you will try to help in this by working even harder, and your teachers are going to challenge you more in your lessons. They are going to make better use of your targets for learning and attainment so as to make sure that you make more progress.

The inspection team think that you are right to appreciate your school and all the opportunities it gives you for activities and learning outside lessons. We particularly liked the work that you have done in art and design.

Yours sincerely

Jane Randall (Lead Inspector)