

# Walton-on-the-Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	124939
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293147
<b>Inspection date</b>	14 March 2007
<b>Reporting inspector</b>	David Marshall

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Gosling
<b>Headteacher</b>	Mrs Mary Chapman
<b>Date of previous school inspection</b>	10 February 2003
<b>School address</b>	Walton Street Walton-on-the-Hill Tadworth KT20 7RR
<b>Telephone number</b>	01737 812103
<b>Fax number</b>	01737 814264

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Walton-on-the-Hill Primary School is in the centre of the village, where almost half of the pupils live. Other pupils come from differing social and economic backgrounds. Pupils enjoy a range of pre school settings, and attainment on entry is above average. The number of pupils with learning difficulties is below average. Very few pupils have English as an additional language.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Walton-on-the-Hill Primary is an outstanding school. It provides a highly effective education for their pupils. As one parent said, 'The commitment of the dedicated, hard-working staff helps the children to settle in, make friends, have fun and work hard in a very warm and secure environment.'

From a variable, but above average start in the Reception class, pupils' standards are consistently well above average levels by the time they leave the school. Teaching and learning in the Foundation Stage is excellent, and these young children make a very good start to their education. Teaching and learning throughout the school are never less than good, and often outstanding. Observations and assessments by teachers of what the pupils know and can do are excellent. The information gained is used outstandingly well to guide and challenge pupils and to move them rapidly on to the next stage in their learning. Teachers are very clear about the most effective ways to ensure that activities are challenging for every pupil. Lessons are lively and exciting, making sure that all pupils enjoy learning. Having been given many opportunities to make their own individual input, support staff make an outstanding contribution to the pupils' development.

This clear, and shared, vision of all staff, along with the stimulating learning environment and outstanding curriculum, means pupils' abilities are fostered from the outset and those who find learning difficult are given high quality support. The school recognises the need to focus more strongly on providing appropriate targets for improvement for those pupils with particular gifts or talents.

The rich curriculum covers all subjects very well and is enhanced by a very good range of additional activities. Although the school building is not ideal the staff make the most of it through stimulating displays and very good resources. Pupils are cared for exceptionally well and all of them, including the most vulnerable, feel safe and secure. Their personal development is outstanding. By the time they leave the school, they have developed into well-rounded individuals because of their excellent spiritual, moral, social and cultural development. Behaviour is exemplary. They are excellently equipped for the future to cope with academic and social challenges.

The head teacher provides first-rate leadership. She is very ably supported by all staff and developments are driven forward at a very good pace. Teamwork is excellent. Strengths and weaknesses are speedily identified because the school has excellent systems for monitoring its work. There is an unremitting drive to improve. The staff's determination not to rest on their laurels is evident and the school has an excellent capacity to improve.

### What the school should do to improve further

- Provide appropriate levels of challenge for those pupils with particular gifts and talents to enable them to achieve their full potential.

## Achievement and standards

### Grade: 1

Pupils consistently attain high standards in English, mathematics and science by the time they leave the school. School data that tracks the pupils' performance since they were in Year 2 shows that they achieve outstandingly well. In the 2006 national assessments, pupils reached

standards that were well above average in English, mathematics and science. Their challenging targets were exceeded with a high proportion of pupils achieving the highest level. The school is especially good at assessing how well its pupils are doing so that gaps and weaknesses are identified straight away and tackled speedily.

From an excellent start in the Foundation Stage pupils in Years 1 and 2 grow in confidence. By the end of Year 2 standards in reading, writing and mathematics are well above average. Throughout the school, pupils have appropriate skills in using computers and make good use of them for research. There is an upward trend in standards across a wide range of subjects and there are many opportunities for pupils to develop their creative, sporting and musical talents. For example, the standard of singing witnessed during the inspection was outstanding. Pupils with learning difficulties benefit from excellent support. Almost all of these pupils attain at least the expected levels for their age by the time they leave the school, due in no small measure to the skill of the support staff.

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

### **Grade: 1**

This is a strength of the school. Pupils' personal development and well-being are outstanding. Pupils speak warmly about their school and relate exceptionally well to each other and adults. They are polite, well-mannered and confident when talking with each other and adults. Attendance is above the national average and all pupils participate fully in lessons and behave exceptionally well. They feel safe at school and show great confidence in asking any adult for help if they need it. Pupils are developing an extremely good understanding of how to stay healthy, by eating sensibly and enjoying physical activities.

Pupils are keen to take responsibility both for classroom tasks and by taking on school roles. Pupils participate in a wide range of activities that help them to understand about the beliefs and lives of people from different cultures. Pupils' contribution to the community is very good. They spoke very enthusiastically about representing the school in many village events. Pupils are learning the necessary skills that will enable them to settle into their future schools well, and become good citizens in the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teachers' expectations are high and pupils live up to them. Teachers' planning is exceptional and in all subjects firmly based on the use of careful, but simple, assessments. This ensures that tasks are pitched at the right level for all pupils. Learning is fun. Lessons move forward at a very good pace and pupils' attention is held throughout. The use of resources, such as the interactive whiteboards, inspires pupils to try their hardest. Teachers and teaching assistants are very skilful at creating a learning environment where pupils are encouraged to think for themselves and work together to meet the exacting challenges they are given. Marking is used very well to give very clear and immediate pointers about what they need to do reach even higher standards. Targets are used very well and all pupils know what they have to do to improve their work.

## Curriculum and other activities

### Grade: 1

The curriculum is outstanding and is enriched with a splendid range of additional activities that pupils thoroughly enjoy. The provision for sport is very good, and pupils achieve notable success in competition against other schools. As the pupils observed the opportunities to participate in residential visits add greatly to the excitement of learning. The Foundation Stage curriculum covers all the areas of learning and provides children with an excellent start to their education. Throughout the school there is a strong focus on the development of pupils' skills in literacy, numeracy and information and communication technology. Pupils' personal development is promoted exceptionally well through a carefully planned programme of teaching about relationships and being part of a community.

## Care, guidance and support

### Grade: 1

The school provides a very high level of care for its pupils, and related procedures, including child protection, are very good. Health and safety routines and risk assessments are firmly in place and carried out thoroughly and regularly. Pupils' safety and well being are paramount at all times, ensuring that the school is a very safe and supportive place to be. Children settle into the Reception class particularly well. This is due not only to the outstanding care taken over the induction process, but also the inspirational home/school liaison book and "Jingle Bears" and ". From this outstanding early start staff members know all pupils really well and treat them with respect and fairness at all times. The partnership with parents is exemplary. The Friends of the School Association provides generous support and is a real asset to school.

Linked to the exceptional practice in pastoral care, there is the robust assessment of academic progress. Comprehensive assessment information is regularly updated and pupils' strengths and weaknesses are accurately identified. With the small exception of those pupils with particular gifts or talents, appropriate support or extra challenges are provided to ensure maximum progress at all times.

## Leadership and management

### Grade: 1

Teamwork is of the highest quality and everyone plays a valuable part in moving the school forward. The headteacher's leadership is outstanding. One parent paid her a tribute by saying, 'The head is fantastic with the children and parents, nothing seems to faze her and she always makes time for everyone. I don't know how she does it, she deserves a medal!' Everyone involved in the school follows this unremitting drive to achieve their best.

There is a clear understanding of strengths of the school and areas that need more development. The school's self evaluation, although occasionally modest, is extremely effective. The school development plan provides very clear guidance on relevant issues for raising standards and takes into consideration support and initiatives from all sources. The governing body is fully involved in this process and they bring a wide range of skills to bear as they act as critical friends, challenging decisions and requesting explanations where this is judged to be necessary.

Management at all levels is very good with excellent systems in place to monitor pupils' progress and the quality of teaching and learning. Within the school there is a high commitment to

include all pupils in all activities. Making sure they enjoy their time in school is a high priority. Parents value this and see it as an important feature of the school. One parent summed this up by saying, 'Since his first day in Reception my son has enjoyed coming to school. He has grown in confidence and improved socially as well as making good academic progress.' The school is very well placed to continue its successes and has an excellent capacity to improve.

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## Annex A

## 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>
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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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you so much for welcoming me into your school. I enjoyed my time with you and would now like to tell you what I found out about your school. I agree with what you told me - Walton-on-the-Hill is a great school.

I think you make very good progress and really try hard at all times. I was very impressed that you knew what to do to make your work even better. I saw that you know you are especially lucky to have so many different activities both during and after school. I also saw how keen you are to take part and how well you behave. Many of you told me how much you enjoy being at school, and how proud you are of what you can do. I am sure that you will continue to try hard so your school can be the fun place that you like and where you can all learn.

Your teachers and support staff work hard to help you to do as well as you can. I have asked them to make sure that those of you who have a particular talent for something are challenged so that you can really shine and achieve all that you are capable of achieving.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

With kind regards

David Marshall

Lead Inspector