

# Walton on the Naze Primary School

## Inspection report

<b>Unique Reference Number</b>	115300
<b>Local Authority</b>	Essex
<b>Inspection number</b>	326177
<b>Inspection dates</b>	24–25 November 2008
<b>Reporting inspector</b>	Ruth Frith

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	233
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Jonathan Geldard
<b>Headteacher</b>	Mrs Anne Myatt
<b>Date of previous school inspection</b>	12 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Standley Road Walton On The Naze Essex CO14 8PT
<b>Telephone number</b>	01255 675657
<b>Fax number</b>	01255 851695

<b>Age group</b>	4–11
<b>Inspection dates</b>	24–25 November 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Walton on the Naze Primary serves the seaside community of Walton on the Naze stretching from the Naze at the end of the Tendring peninsula through the town centre towards Frinton-on-Sea. It is similar in size to many primary schools and serves a mixed community where families live in council or privately owned homes. Pupils' mobility is higher than in many schools. The percentage of pupils receiving free school meals is above the national average. Children start school in the Early Years Foundation Stage (EYFS) Reception class and their attainment on entry is lower than that usually seen in children of this age. The percentage of pupils with learning difficulties and/or disabilities is above average as is the proportion with a statement of special educational needs. Most pupils are White British. A small number of pupils come from a range of minority ethnic backgrounds and a few of these are at the early stages of learning English as an additional language. A very small number of pupils are in local authority care. The headteacher was appointed last year following a period of frequent changes in leadership.

The school has achieved the sports Active Mark in recognition of its work.

There is a Breakfast Club and Pre-school on an adjacent site. They are not managed by the governing body and are inspected separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school's accurate self-evaluation that it provides a satisfactory standard of education with good care, guidance and support, resulting in pupils' good personal development and well-being. Due to significant improvements in the quality of teaching and learning pupils frequently make good progress in lessons. However, because many of these improvements have been relatively recent, they have not yet fully impacted on pupils' achievement over time or their academic standards by the time they leave school. Consequently, teaching and learning remain satisfactory.

A key factor in the school's recent improvement is the good lead given by the headteacher. She has worked well with senior leaders and governors to set a clear agenda for improvement and has developed a staff team who share her vision for the school and are keen to improve their practice. However, overall leadership and management remain satisfactory because, although senior leaders give good direction and are involved in school improvement, subject leaders do not fully evaluate the impact of their work on school life and pupils' standards. Since her appointment, the headteacher has successfully evaluated procedures and practices and her next step is to review the organisation and management of provision for pupils who need additional support with their learning. This is to ensure that these pupils reach the highest possible standards and the best use is made of specialist staff. The headteacher has quickly gained the confidence of parents who, in turn, are very supportive of the school. Many wrote positive comments on their questionnaire responses, as indicated by the following comment, 'I am delighted with the school. My child loves going to school and is progressing well.'

Children make good progress in the EYFS and standards are beginning to improve throughout the school. Over the last few years, Year 6 test results show that pupils usually reached broadly average standards. In 2008, standards were below average in English, mathematics and science. However, this represents satisfactory progress from pupils' starting points, which were low. Strong features of teaching, such as the way lessons are planned to meet the needs of all pupils, the high expectations of staff and effective support from learning assistants are helping to accelerate the rate of learning. The school now needs to ensure that this good practice continues so that pupils achieve well and reach higher standards. The curriculum has improved so pupils' interests are maintained, they enjoy lessons and behave well. The personal, social and health education (PSHE) programme is effective in teaching pupils how to live safe and healthy lives and to respect and care for others.

Staff work successfully to create an inclusive school community that is particularly effective in integrating and caring for all groups of pupils, including those who start school part-way through their primary education. All pupils feel equally valued and safe in school. Taken with the pupils' good contribution to the local community, their understanding of the wider world, the effective work in partnership with others such as families and the local pre-school, the school makes a good contribution to community cohesion. Governors are fully involved in the life of the school and effective in their work. The improvements seen, resulting from the good leadership of senior managers and governors, demonstrate that the school has good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Leadership and management of the EYFS are good. Expectations are high and based on a good understanding of how young children learn. Staff make effective links with parents and the pre-schools, so children feel well supported and settle quickly. Welfare provision is good and, together with helpful routines and clear expectations, ensure that children feel safe and quickly develop confidence. Teaching is good and work is matched well to the children's range of abilities and interests. Staff use evidence from regular assessments of children's work to ensure that learning builds systematically over time. A good balance of opportunities is provided for children to work closely with an adult or follow their own interests. Activities stimulate interest and result in children enjoying their time in school. Lessons that focus on children growing their own vegetables and then making soup with the produce, show how learning is well linked and encourages children's understanding of healthy living. Staff have identified the need to further develop the outside learning area. They place a high priority on developing children's personal, social and emotional skills and this successful work helps to support children's learning across all areas. Behaviour and attitudes are good. Last year, by the time children entered Year 1, many were working at the levels expected for their age. This shows significant improvement on previous years. Good liaison between Reception and Year 1 ensures a smooth transition and a continuation of effective learning.

### What the school should do to improve further

- Regularly monitor the emerging good practice, particularly in teaching and learning, to ensure that it continues to increase the rate of pupils' progress and raise standards.
- Develop the way subject leaders evaluate the impact of their work on all aspects of school life.
- Review the organisation and management of provision for pupils who need additional support with their learning to ensure they reach the highest possible standards.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Due to recent improvements to teaching and learning, pupils' progress in lessons is frequently good. This recent rapid progress can be seen more clearly in Key Stage 1 where pupils in Year 2 are working at levels slightly above those expected for their age in reading, writing and mathematics. This follows a period of several years when the results of Year 2 national tests indicated that standards were significantly below average. Data provided by the school for Year 6 pupils from the 2008 national tests, show an improvement on the previous year and an increased percentage of pupils achieving above the national expectation. Currently, Year 6 pupils are working at below average standards. However, this represents satisfactory progress from their starting points, which were low. In lessons, pupils with learning difficulties and/or disabilities make satisfactory progress due to the effective additional support they receive. However, these pupils do less well in national tests when compared with similar pupils nationally. This is due, in part, to weaknesses in the overall organisation and management of provision

which fails to make the best possible use of time available and specialist staff. The school is in line to meet the challenging targets set for the current year.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. As a result, pupils' behaviour is good and relationships are excellent. This helps to create a calm and harmonious atmosphere that aids learning. A particularly good range of cross-cultural work is offered and pupils have a good grasp of diversity and cultural differences within the United Kingdom and the wider world. As one pupil remarked, 'We must respect other cultures.' Pupils say that they feel safe, confident to ask for help and, that in the rare event of any bullying occurring, feel it would be dealt with very effectively. Pupils know how to stay safe when using the Internet, and some have recently undertaken cycling proficiency training. They enjoy their lessons and often enthuse about particular activities. Attendance is below average but many positive strategies are in place, which are helping to reduce the number of absences. The school is at the intermediate stage of achieving Healthy School status and pupils talk knowledgeably about lifestyle issues such as the effects of diet, smoking and drugs. Pupils contribute well to the school and wider communities through the school council, taking part in public events, raising funds for charities and providing musical entertainment in local care homes. Pupils develop the personal and social skills required for later life and are satisfactorily prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Information supplied by the school shows that pupils' learning and rate of progress is improving but teaching remains satisfactory because it is not yet fully effective in raising standards throughout the school. Teaching is frequently good and sometimes outstanding. Planning is good and ensures that different groups of pupils are provided with work at a suitable level. Teachers' good classroom management is based on positive and caring working relationships. Effective support by learning support assistants ensure that pupils' needs are well met in lessons, particularly those who need extra support with their reading, writing and number work. In the most effective lessons, staff help pupils to judge how successful they have been and provide helpful feedback when marking their work. They also encourage pupils to share their ideas and answers with each other so they are all involved rather than waiting for someone else to answer a question. Now and again, pupils rely too much on teachers to direct their learning and have not yet fully developed the ability to work independently for any length of time. The good use of technology such as the interactive whiteboards, stimulate pupils' interests and help teachers to confirm learning points.

### **Curriculum and other activities**

#### **Grade: 3**

Due to the frequently changing patterns of need in the school, the curriculum is reviewed regularly. Recent changes to the organisation of classes in Key Stage 1 and the development of a two-year rolling programme of learning are proving effective in meeting pupils' needs and improving their rate of progress. As yet, this is only partly reflected in pupils' achievement and

standards. Literacy and numeracy strategies are firmly in place and pupils are developing their computer skills due, in part, to the spacious and well-equipped suite. Pupils are exceptionally enthusiastic about lessons such as mathematics and French because they are very well motivated by the subject content. The PSHE programme is effective in helping pupils to understand their own needs and behaviour as well as those of others. An extensive range of popular lunchtime and after school clubs help pupils to develop new interests and improve their skills.

## **Care, guidance and support**

### **Grade: 2**

The headteacher and staff believe passionately in providing the best pastoral care for pupils in order to promote their personal development and well-being and academic standards. They work well with a range of agencies to ensure that pupils receive the best possible care and support. The school's monitoring system quickly identifies where pupils are finding learning more difficult and enables staff to give additional support. The school provides unusually good levels of care for vulnerable pupils, often going to great lengths to make special arrangements. Policies and procedures for safeguarding pupils and their welfare are firmly in place as are procedures for child protection and children who are looked after. Staff liaise well with parents and involve them in school activities and their children's learning. To extend links with the community, a programme of learning courses for parents has been introduced successfully. Learning mentors do some particularly good work both in school and with families. Academic guidance is good so pupils are clear about the focused lesson objectives and their individual targets.

## **Leadership and management**

### **Grade: 3**

The headteacher gives purposeful direction to school improvement. Suitable priorities have been highlighted and appropriate strategies introduced so that the school is on a clear path of improvement. Key areas of strength and weakness are identified through the satisfactory self-evaluation of the school's work. Not all staff are included in this process. Nevertheless, a good start has been made in the way the leaders of literacy and numeracy are managing their subjects by evaluating the impact of their work and identifying areas for improvement. The organisation and management of work for pupils with learning difficulties and/or disabilities is not yet effective enough to ensure that the best possible use is made of skilled staff. Governors have been particularly effective in supporting the school during a period of frequent changes in leadership and ensuring continued progress.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

26 November 2008

Dear Pupils

Inspection of Walton on the Naze Primary School, Walton in the Naze, Colchester, CO14 8PT

You may remember that two inspectors recently visited your school and talked to you about your work. We enjoyed our visit, and would like to thank you for making us feel so welcome. We think your school is really improving and this is down to you, the staff and governors. If you read on you will see some of the things we found out.

- You are beginning to make better progress because the teaching is improving and you are focusing on your learning. Well done!
- You enjoy school and behave well. You get on extremely well with each other and make friends.
- Attendance is improving. Most of you come to school regularly and on time. Well Done! Please keep it up so you do not miss any lessons.
- You have a good understanding of how to keep safe and healthy and we are very pleased to see that this is influencing what you eat and how much exercise you take. Congratulations to the athletics team!
- Those of you who sometimes find it difficult to learn, are helped a lot. We saw some of you trying very hard to finish your work.
- You feel safe in school because staff look after you well. We were pleased to hear that you talk to a friend or member of staff if you have problems.

Mrs Myatt leads and manages the school well and staff and governors give her lots of help. They have all agreed to focus on three things to make the school even better. They will continue to make sure that teaching and learning are always at least good so that you make good progress and reach higher standards. Those staff who manage subjects will check on their work so that they find out what works well and what needs to be improved. Mrs Myatt will also look at where and when children who find learning difficult receive support so they always learn as well as they can.

We wish you well in the future and hope you enjoy your Christmas holiday.

Yours sincerely

Ruth Frith

Lead inspector