

# Walkington Primary School

## Inspection report

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<b>Unique Reference Number</b>	117866
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	326704
<b>Inspection dates</b>	11–12 September 2008
<b>Reporting inspector</b>	Judith Straw

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.

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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 (total)	252
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>	Mr Christopher Howard
<b>Headteacher</b>	Mrs Susan Eves
<b>Date of previous school inspection</b>	1 December 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>	Crake Wells Walkington Beverley HU17 8SB
<b>Telephone number</b>	01482 861115
<b>Fax number</b>	01482 871118

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<b>Age group</b>	4–11
<b>Inspection dates</b>	11–12 September 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This average sized primary school serves a large village and surrounding area, with few signs of deprivation. The school is at the heart of the local community and has excellent links with other local villages and a range of secondary schools. Very few children are eligible for a free school meal. Most children come from White British backgrounds. A very small number are from other backgrounds and have English as an additional language, although none are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is well below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Walkington Primary School provides a good quality of education in a very positive atmosphere where expectations are high. The large majority of parents think the school is good and praise many aspects of its work. A comment from one parent, which sums up the views of many, was, 'The school motivates our children in a supportive, caring environment.'

The school has an accurate view of its strengths and areas for development, which is based on careful analysis of pupils' achievements and standards. Pupils make good progress and consistently reach above average standards by the end of Year 6, particularly in science and mathematics. Results in English tend to be lower because pupils' skills in writing are not as strong as in speaking, listening and reading.

Pupils achieve well because of their very good attitudes to learning, good quality teaching and the rich and varied curriculum. Teachers plan interesting and varied activities and make good use of information and communication technology (ICT). Pupils achieve particularly well in science and mathematics because of the focus on investigation and problem solving.

Pupils' good personal development and very good behaviour mean that the school operates as a happy learning community in which everyone is valued. Good quality care, guidance and support provides a nurturing atmosphere in which pupils feel safe and grow in confidence. They enjoy school and make a very positive contribution to their local and wider communities through sport, fund-raising and engaging in many local events. Pupils have a keen awareness of the value of healthy living and clearly explain the importance of a good balanced diet and the value of taking plenty of exercise. Their good personal qualities, along with their above average standards in the basic literacy and numeracy skills, ensure that they are well prepared for their next steps in their education.

Good quality leadership and management have helped the school to make good progress over recent years. Partnerships with parents, the local community and outside agencies enhance the provision well. Senior leaders check all aspects of the school's work rigorously. All staff are clear about what is expected but there is some inconsistency in the expertise of middle leaders, not all of whom have the necessary skills to make best use of the information the school gathers on pupils' progress. Governors take an active and critical role in the process of monitoring the school's performance and challenge senior leaders to do even better.

The school has made good progress since the last inspection and is well placed to continue to provide a good education for its pupils.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

When children start in the Reception classes their skills vary between the various areas of learning. Overall, however, they are broadly typical for their age. Children learn in a very welcoming, happy and stimulating setting that helps to fire their young imaginations and helps them to enjoy learning. As a result, achievement is good and by the start of Year 1, in most aspects of their learning, skills are higher than those found for their age. Careful consideration is given to the procedures to welcome new starters. This, along with the warm relationships with adults and the effective links established with parents, helps to ensure that children settle quickly into school routines and feel safe and secure. Their personal development is particularly rapid. They quickly demonstrate the skills they need to help them to be confident and

independence young achievers. The Foundation Stage leader, ably supported by other adults, continually reviews what else can be provided to help the children to achieve well. Staff very effectively use the robust and rigorous collection of information showing children's small steps in achievement to highlight where provision might be fine-tuned further. As a result, a clear plan for improvement is in place. Staff are well aware that there remains scope to develop the range of resources available for children to use, particularly outdoors.

### **What the school should do to improve further**

- Maximise the opportunities to ensure that pupils develop stronger writing skills across the curriculum.
- Develop the skills of middle leaders so that they make a greater contribution to checking pupils' progress.

## **Achievement and standards**

### **Grade: 2**

Standards are above average, pupils achieve well and the school meets its challenging targets. After starting school with broadly average skills and knowledge children make good progress and by the time they move into Year 1 nearly all are exceeding the learning goals expected for their ages. Progress is also good in Years 1 and 2 in relation to these pupils' starting points so that standards by the age of seven are above average in reading and mathematics and average in writing. Good teaching combined with the good response of pupils to learning in Key Stage 2 enables most pupils to continue to make good progress. Booster classes and ability groups are important strategies used by the school to accelerate progress. Standards in English, mathematics and science at the end of Year 6 have been consistently above the national average for the last 5 years. Pupils have recently achieved particularly well in mathematics and science where many pupils reach the higher Level 5. In 2008, 81% of pupils reached Level 5 in science and 54% in mathematics. Recent test results in English suggest that standards are declining. The school's own data, based on teachers' assessments of pupils' abilities, attainment and progress, provides convincing evidence to show that pupils achieve well in English, although writing is again the weakest area. Pupils with learning disabilities and/or difficulties make good progress towards their targets. The very few pupils from minority ethnic groups make similar progress.

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

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils' above average levels of attendance reflects their enjoyment of all that is on offer. Pupils' understanding of how to keep themselves healthy is outstanding. They talk enthusiastically about taking part in physical activities, such as 'Activate sessions'. Even the very youngest pupils are well aware that this helps them to 'learn better'. Pupils' behaviour in lessons and around the school is consistently good and as a result pupils say they feel safe. They are polite, courteous to one another, to adults and visitors alike. Pupils enjoy making a positive contribution to making their school a happier, healthier and safer place to learn. Pupils of all ages eagerly take on responsibilities, such as school councillors or friendship 'reps'. Although pupils have a good awareness of the similarities and differences between themselves and those of other cultures around the world, their understanding of Britain as an

ethnically diverse society is less well developed. Nevertheless, by Year 6 pupils successfully develop essential life skills, such as resourcefulness, resilience and respect.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good across the school. Effective teaching enables pupils to achieve well and reach above average standards. Warm relationships and well ordered lessons ensure pupils behave well and enjoy learning. Lessons begin well with good questioning which reinforces previous learning and checks pupils' levels of understanding. The teaching of science is particularly good because of the opportunities for investigation and problem solving. Teachers use different teaching styles, tasks and activities to maintain the interest of boys and girls and this has been very successful in maintaining the high standard of numeracy and mathematics throughout the school. Just occasionally, the rate of learning slows because the teacher does too much talking.

Assessment systems, including marking, provide teachers with a very detailed record of pupils' progress and are being used increasingly successfully to ensure pupils are working as hard as they can. Individual targets are set effectively and work is planned systematically to match the needs of individual learners. Staff deploy the skilled teaching assistants well to support and encourage pupils with learning difficulties and/or disabilities to achieve their potential.

### **Curriculum and other activities**

#### **Grade: 2**

The requirements of the National Curriculum are fully met. There is a strong emphasis on the development of literacy and numeracy skills and provision for science is excellent. The curriculum is being successfully broadened and cross-curricular links are evident in the long term planning. However, opportunities for pupils to use their writing skills in other subjects are sometimes missed. French is now being successfully taught to the older pupils and is proving very popular. A particular strength of the curriculum is the use made of visits and visitors to initiate and stimulate learning. These include, for example, the residential visits, various international visitors, and a range of activities which enrich the strong programmes that support pupils' personal development. These are supported well by strong links with the Bridlington Sports Partnership. This has enabled the school to develop good links with the local community. As a result of this strong curricular programme and the good teaching, the majority of pupils from Foundation Stage to Year 6 make good progress.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. Parents overwhelmingly agree that their children are well cared for. Relationships between adults and pupils are warm and pupils say that they is always someone on hand, either adult or peer, to help them overcome personal difficulties. The school places a high priority on making sure that robust health and safety and risk assessments procedures are in place. Appropriate procedures are in place to safeguard pupils and at present these are being reviewed and strengthened. Pupils with learning difficulties and/or disabilities receive helpful guidance in classroom from teaching assistants. This, along with the effective links established with external agencies and parents, helps them to achieve well. This is

particularly apparent for those pupils with more complex learning needs. Procedures to keep a close eye on pupils' achievement over time have recently been strengthened. Staff collect accurate and regular information about pupils' progress. From this, pupils are set challenging learning targets and are involved in understanding how they might improve their own work. However, not all staff are yet using this information to identify peaks and troughs in pupils' performance and as a result some slower progress can occasionally go unchecked.

## **Leadership and management**

### **Grade: 2**

The headteacher, deputy headteacher and supportive governing body lead and manage the school well, resulting in all aspects of its organisation being good. Leadership has successfully maintained above average standards for the last 5 years and good improvements have been made since the last inspection. For example, the monitoring of teaching and learning has been effective in identifying areas for development and improving teaching from its previous level of satisfactory. Assessment systems have recently been revised and are proving to be a very valuable tool in tracking and measuring pupils' progress to ensure that they achieve the best of which they are capable. The evaluation of national and school-based test results is used well to set whole school and class targets. However, there is inconsistency in the way in which different subject leaders use this information to inform planning and evaluate outcomes. Leaders at all levels contribute well to the school improvement plan and there is a strong sense of teamwork in the way in which the staff challenge and support each other. This highly inclusive school holds the local authority gold standard for 'Accreditation for Inclusion'.

Governors are proud of the school and are well informed about their responsibilities. The school is well regarded in the local community. For example, recently the entire local area supported the school in a successful bid to have a speed limit imposed to improve road safety. Sound financial management is recognised by the fact that they recently achieved the financial management standards in schools.

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

<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	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
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**

15 September 2008

Dear Pupils

Inspection of Walkington Primary School, East Riding of Yorkshire,

HU17 8SB

Thank you for making us feel welcome when we inspected your school last week. We enjoyed visiting some of your lessons, talking to you about your work and speaking to your teachers.

We liked the polite way you greeted us and spoke with confidence about your experiences in school, even the youngest children in the Foundation Stage. We can see that you enjoy school and work hard. Your teachers also work hard and help you to reach the higher levels in tests. You have lots of exciting trips, visits, clubs and sports to choose from and we can see how much you enjoy the Activate sessions in class. The headteacher, deputy headteacher and other teachers know what the school does well and how to make it even better. Most of your parents agree that Walkington is a good school and they are right to do so.

One of the reasons for our inspection was to see how your school could improve further. We have asked your teachers to look at even more ways of helping to improve your writing and to make better use of the information they gain from recording your progress. Your part in this will be to rise to the challenges set by teachers and continue to work hard. We are sure you will manage to do this because you obviously like learning.

Good luck in the future.

On behalf of the inspection team,

Yours sincerely

Judith Straw

Lead inspector