

# Walkeringham Primary School

## Inspection report

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<b>Unique Reference Number</b>	122680
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	359289
<b>Inspection dates</b>	27–28 January 2011
<b>Reporting inspector</b>	John Horwood

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Price
<b>Headteacher</b>	Adrienne Allcock
<b>Date of previous school inspection</b>	27 February 2008
<b>School address</b>	Millbalk Road Walkeringham, Doncaster DN10 4LL
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## Introduction

This inspection was carried out by two additional inspectors. They observed 10 lessons and saw six teachers. Meetings were held with groups of staff, governors and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of governing body meetings, the school development plan, progress monitoring records and school policies. The responses to 57 questionnaires from parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The strengths within the teaching of English which enable pupils to consistently make at least good progress.
- How well the systems for tracking pupils' progress predicted the individual progress made by pupils in 2009/10.
- Whether cultural links are sufficiently developed to justify the school's judgements on community cohesion, pupils' contribution to the community and their cultural development.

## Information about the school

Walkeringham Primary School is a much smaller than average primary school. All pupils are taught in mixed age classes. Almost all pupils come from White British backgrounds. There are no pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is much lower than in most schools. There is a below average proportion of pupils who have special educational needs and/or disabilities which cover a broad spectrum. The school has been awarded Healthy Schools Gold Standard and the Activemark. Since the previous inspection the building has been extended to provide new facilities for the Early Years Foundation Stage and a school hall for assemblies, dining and physical activities. The internal layout of the original building has been remodelled to improve the facilities for all pupils and staff.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Walkeringham Primary provides pupils with an outstanding education. Pupils say they feel extremely safe and this is mainly because of the harmonious environment, excellent relationships and exemplary behaviour. Parents and staff all agree that pupils are safe in the school. A parent wrote 'The school is a warm, caring and supportive environment, whilst being suitably and effectively disciplined.' Pupils' attendance is high reflecting their great enjoyment during the school day.

Parents and carers comment about the excellent start children get in the Early Years Foundation Stage and inspection findings confirm this. Pupils make outstanding progress throughout the school and leave Year 6 with high attainment. All the teaching seen in the school was at least good. The strong focus on promoting literacy skills as the foundation for learning across the curriculum has been very successful. Teachers make excellent use of their knowledge of pupils' abilities to identify where extra help is needed. Strategies to provide this support are very effective and ensure that during their time in the school all pupils make outstanding progress. This was evident last year, for example, when the Key Stage 1 results for two pupils were relatively low due to personal situations. This was clearly identified through the progress tracking systems and sensitive but effective support provided throughout Key Stage 2 to enable them to attain much higher than their Key Stage 1 results indicated they would. Whilst there is some outstanding practice, especially in English, the marking of pupils' work does not always ensure that pupils know how well they are doing and how to improve. The outstanding curriculum supports all aspects of pupils' learning. Pupils with special educational needs and/or disabilities get good additional support from teachers and teaching assistants to ensure that they make good progress. The role of teaching assistants within lessons is well defined and enables them to work very effectively in partnership with teachers.

The headteacher's vision for the school is shared by all staff who are fully involved in all aspects of school improvement resulting in outstanding academic and personal achievement by pupils. A typical comment from a member of staff was 'I am extremely proud to be a member of this school and feel privileged to work here.' Leaders' self-evaluation is extremely accurate and identifies strengths and areas for development in the school. Actions taken following the previous inspection to improve standards, the quality of learning and the sharing of skills between the teachers have all been effective. The impact of steps taken by leaders to improve teaching through greater use of assessment systems is outstanding. Successful strategies have also improved the quality of pupils' writing. All of this demonstrates the outstanding capacity the school has for sustained improvement.

Good links have been developed with the local neighbourhood. Pupils are very involved with community events and the new facilities now available within the school are being

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made available for use by all. Leaders have ensured that pupils have good opportunities through the curriculum and a good range of visitors to gain an understanding of people from different backgrounds and faiths. They are aware more needs to be done and are enthusiastically looking at ways to extend this provision. They have already developed partnerships with schools outside of their local area and have made good progress in working towards the International Schools Award.

## **What does the school need to do to improve further?**

- Ensure that the marking of pupils' work consistently identifies the levels at which they are working and how to get to the next level in their learning.
  - Develop more opportunities for pupils to have meaningful interactions with those from different backgrounds.

## **Outcomes for individuals and groups of pupils**

**1**

Achievement is outstanding. Children join the Early Years Foundation Stage with lower than expected skills for their age, but by the end of Year 6 attainment is high in English and mathematics. Most pupils make outstanding progress. Those with special educational needs and/or disabilities make good progress as a result of excellent support. Pupils say they enjoy their learning and this was abundantly evident in a Class 1 English lesson about story writing where class discussion about the robot and the bluebird really enthused all pupils. The same class really enjoyed their dance lesson in the new school hall. In all lessons pupils benefited from vibrant wall displays, good opportunities to use laptops, excellent relationships and outstanding support and guidance from teachers and teaching assistants. The needs of all pupils are met with appropriate support. Their enjoyment is reflected in their high attendance records.

Pupils are well prepared for their future well-being because of their high levels of achievement and outstanding personal skills. They gain additional awareness for later life through such opportunities as being encouraged to save money for their school residential trip and also through their charity work. Pupils eat healthy food and enjoy activities and sport and these outcomes have contributed to the school being awarded the Activemark and Healthy School Gold Status. Pupils make a very good contribution to the school community as school council members and in supporting younger pupils. They interact well with the local community through sport and activities such as the recent art exhibition for the local community and past pupils. Pupils' spiritual, moral, social and cultural development is outstanding. In spite of the very limited range of cultural diversity in the school and local community they learn about different faiths and cultures. This is enhanced by the curriculum and the developing links with other schools and communities. For a small school in a village location there is a good range of visitors from different faiths to broaden pupils' understanding and enhance their spiritual development. When a pupil from an ethnic background has attended the school they have been made extremely welcome by all pupils.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Pupils benefit from good teaching supported by an outstanding curriculum within a safe and caring environment. Teachers are enthusiastic and have excellent relationships with pupils. The use of assessment data, to ensure the support is well directed, is outstanding. Teachers have good subject knowledge and provide a wide variety of activities to engage pupils. Planning ensures that repetition is minimised for pupils in the mixed age classes. Teachers involve pupils in assessing their own work but their marking does not always make it clear how well they are doing and how to get to their next target or level.

The curriculum is well organised and provides pupils with many varied and interesting learning experiences. It is well adjusted to meet the needs of every pupil and has been developed through consultation with staff and pupils. At the end of each year the headteacher asks pupils for feedback about the curriculum. Linking subjects across the curriculum is very well established and contributes to their enjoyment. There are very good enrichment opportunities including well attended clubs. Pupils really enjoy the residential trips for example to Ravenstor Youth Hostel. A strong feature of the curriculum is having a collective Key Stage 1 and 2 learning outcome for the end of each term's topic. Pupils confirmed this by excitedly talking about how they had created a life-sized recycled dinosaur. The provision for pupils who have special educational needs and/or disabilities is very well planned as part of the focus on 'every child.'

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Pastoral care in the school is outstanding, with all staff strongly committed to the principle that 'every child matters.' Effective procedures are in place to encourage outstanding behaviour and high attendance. Transition arrangements with secondary schools effectively support those pupils making this move even though parents and carers choose from a range of schools. All requirements of health and safety are met. First aid provision is good and a comprehensive system of recording and reporting all accidents is in place. The support and provision for vulnerable pupils and their families are good. The three looked after children in the school are very well supported by staff, who work very closely with support agencies and carers. The school is diligent in following up any concerns to ensure the safety and well-being of its pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has a clear vision for improvement and is well supported by all staff and governors. Morale within the school is very high with everyone working together to provide the best for their pupils. The concept of ongoing improvement is fully embedded throughout the school. A significant demonstration of this is the recent appointment of a part time teacher to enable literacy and numeracy to be taught in paired year groups rather than to the whole of Key Stage 2. The impact on improving teaching and learning is demonstrated by the outstanding progress pupils make. The school is an inclusive community. They ensure that there is no underachievement by providing well planned support to every pupil; this promotes equal opportunities and avoids discrimination. At present, the governing body makes a satisfactory contribution to the school because a significant proportion of the members are relatively new to their roles. They understand what needs to be done in the school and have an enthusiastic approach to carrying out their responsibilities. They ensure that effective safeguarding procedures are all in place to meet requirements including the vetting of staff. There are good partnerships with support agencies and high quality child protection procedures are fully adhered to.

The effectiveness with which leaders promote community cohesion is good. They know the community very well and much has been done to successfully promote strong relationships with parents and carers. The school community is extremely harmonious, with outstanding relationships clearly apparent. Links with the local community are good and the school is now seen as an important part of the village community. There are links with more distant communities including schools beyond the local community but these are at an early stage of development.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The Early Years Foundation Stage continues to provide outstanding provision for children within the improved facilities. As a parent correctly commented 'I have found the preparation for our child's arrival into the foundation unit extremely thorough. Staff are friendly, helpful and have been very kind in smoothing the transition for both us as parents and our child, coming into a school environment for the first time.' Children are seen as individuals by adults. Attainment on entry to the Early Years Foundation Stage is generally below the level that is typically expected for their age. Children make outstanding progress and most reach or exceed the goals expected of children at the end of the Reception Year. They play and learn well together and behave very well.

The learning environment is stimulating with a vibrant classroom and a well equipped outdoor area. Children have a good range of activities to choose from both indoors and outdoors and staff make good use of both areas to support learning. Adults give effective advice and as a result children have a good understanding of personal hygiene and how to keep safe. Children are very well cared for and adults have excellent relationships with them. All welfare requirements are met and there is good support for children's well-being. There is an outstanding partnership between the teacher and the teaching assistant to help every child in all aspects of their education. Use of information and communication technology is excellent in making learning even more enjoyable and also to monitor progress. Children with special educational needs and/or disabilities are well supported in all aspects of their learning.

Leaders have a clear understanding of strengths and show a determined approach to improve still further. Teaching is outstanding. There are extensive records of children's entry and exit data as well as comprehensive ongoing assessment records which are well used to ensure appropriate support is provided.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Most parents and carers completed inspection questionnaires. The vast majority are satisfied with the school. The level of agreement for all questions was higher than in most schools except about how the school deals with unacceptable behaviour. There was exceptionally high agreement that children enjoy school, the school keeps them safe and they are helped to have a healthy lifestyle. A small minority had individual concerns which were considered as part of the inspection process. These, together with the comments about behaviour, were not substantiated by evidence available during the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Walkeringham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	77	11	19	1	2	0	0
The school keeps my child safe	43	75	14	25	0	0	0	0
My school informs me about my child's progress	28	49	22	39	4	7	3	5
My child is making enough progress at this school	33	58	21	37	3	5	0	0
The teaching is good at this school	41	72	14	25	2	4	0	0
The school helps me to support my child's learning	35	61	16	28	6	11	0	0
The school helps my child to have a healthy lifestyle	28	49	29	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	49	23	40	3	5	0	0
The school meets my child's particular needs	34	60	20	35	0	0	0	0
The school deals effectively with unacceptable behaviour	20	35	25	44	9	16	0	0
The school takes account of my suggestions and concerns	24	42	30	53	2	4	0	0
The school is led and managed effectively	34	60	21	37	0	0	0	0
Overall, I am happy with my child's experience at this school	38	67	18	32	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



31 January 2011

Dear Pupils

**Inspection of Walkeringham Primary School, Doncaster, DN10 4LL**

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you and seeing you learning and playing so well together. Your school is giving you an outstanding education.

There are many things we admire about your school and these are a few of them.

You make outstanding progress and reach high attainment levels.

You all get on really well together, behave extremely well and have excellent relationships with each other and with adults.

You truly enjoy school where you feel very safe and attend regularly.

You really enjoy responsibilities like being on the school council and helping the younger children.

All the adults look after you very well and give you excellent help and guidance during lessons.

These are things we have asked the school to do to make it even better:

- when teachers mark your work to always let you know what level you have reached and tell you what you need to do to get to the next step in your learning
- develop more opportunities for you to get to know and understand about pupils from a wide range of backgrounds different to your own.

You can help by continuing to work as hard as you are doing now.

Yours sincerely

John Horwood

Lead inspector

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