



Walton-on-Trent CofE School

Inspection Report

Unique Reference Number 112861
LEA DERBYSHIRE LEA
Inspection number 279039
Inspection dates 8 June 2006 to 9 June 2006
Reporting inspector Mrs. Alison Cogher LI

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

Type of school	Primary	School address	Coton Road
School category	Voluntary controlled		DE12 8NL
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01283 716151
Number on roll	61	Fax number	01283 712886
Appropriate authority	The governing body	Chair of governors	Mrs.Vera Bracken
Date of previous inspection	4 October 1999	Headteacher	Mrs. Carolyn White

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small primary school in the village of Walton-on-Trent. The school's aims and practice reflect strongly its Christian foundation. Almost all pupils come from a White British background and all speak English as their first language. Relatively few pupils are eligible for free school meals and an average proportion has learning difficulties or disabilities. The school has achieved a number of awards in the last few years. These include Investors in People, and the Derbyshire Health Promoting Schools and Anti Bullying Commitment awards. The school works very productively with the Church and a number of local primary and secondary schools to extend pupils' learning. Attainment on entry to this small school varies markedly from year to year because the number of children admitted is very small. The attainment of this year's intake group was mostly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that has secured good improvement since the last inspection and is strongly placed to improve further. Value for money is good. Expectations are high for all aspects of the school's work and significant improvements have been secured in key areas over the last two years. The school is outstandingly led by the headteacher. Consequently, all staff and governors are strongly committed, work well together and agreed procedures and practice are quickly and consistently implemented. Systems to check the quality and effectiveness of the school's work are extremely rigorous and staff willingly learn from each other to improve opportunities for pupils to learn effectively. This results in a school that knows itself exceptionally well. The school's Christian ethos underpins very effective procedures to ensure pupils receive the highest quality care, guidance and support. As a consequence, pupils feel safe, are able to learn well and have the confidence to take on responsibilities. Personal development is good and they are well prepared personally and academically for the next stage in their education and the future world of work. They value highly being consulted through the school council and are able to discuss issues in a mature and considered way. As they develop good personal skills, they appreciate and respect each others views and needs. Good teaching is the norm in the school and, consequently, standards are rising. Pupils make good progress and achieve well. Particularly good use is made of assessment information to plan lessons that challenge pupils whilst building successfully on their previous learning. The good variety of interesting activities in lessons and a well constructed curriculum motivate pupils. They develop good attitudes to learning, behave well and work hard to achieve their personal targets. These strategies together with the very good range of clubs on offer and very productive links with other schools secure good levels of enjoyment amongst pupils. Teaching assistants work very closely with teachers and lessons are a team effort. This ensures that pupils of different ages and abilities, including those with learning difficulties or disabilities receive the support and challenge they need to learn equally well. Within this positive picture there are some aspects that are weaker. In some lessons teachers do not make the most of pupils' enthusiasm by planning enough activities that require pupils to use, think and learn as independently as possible. Whilst provision for children in the Foundation Stage is good, the outdoor area is not organised in a way that allows it to be used effectively to support children's learning.

What the school should do to improve further

- Improve the outdoor play area for children in their Reception year to extend the range of learning experiences provided. - Provide pupils of all ages and abilities with more opportunities to develop their thinking and independent learning skills by planning a greater number of open ended tasks.

Achievement and standards

Grade: 2

The small numbers of pupils in each year group mean that only general comparisons can be made with national standards. Until recently standards have been broadly average and pupils' progress and achievement has been below that expected. Pupils' work and school records show that significant improvement has been secured in the last two years. Pupils of all abilities, in all year groups make good progress and achieve well and as a result the standards they attain are rising.

Personal development and well-being

Grade: 2

Pupils' spirituality is nurtured very well and they have a strong sense of right and wrong. Their appreciation and understanding of other cultures is developed well through for example, art and music. Almost all pupils behave well and demonstrate good attitudes to learning. They strive to work and play together harmoniously and take their responsibilities within the school community very seriously. They are keen to collaborate and share ideas. Pupils know how to keep themselves safe, have a trusting relationship with adults in the school and feel valued, cared for and supported. They have a good understanding of how to stay healthy through eating a balanced diet and are keen to engage in physical activity. Through their fundraising for charity and links with the Church and other local schools pupils contribute much to the wider community. Pupils' good attendance and enjoyment of school helps them to learn well. Their confidence and the skills they achieve in literacy and numeracy prepare them well for the next stage of their education and later life.

Quality of provision

Teaching and learning

Grade: 2

Teachers have high expectations of what pupils can achieve. Very good use is made of assessment information and the approach to planning is consistent between classes. This ensures pupils make good progress as lessons systematically build on their previous learning. Pupils enjoy the good variety of activities planned but more could be done to help them think for themselves and improve their ability to learn and work independently. Teachers and teaching assistants work very effectively as a team to support pupils in their learning. Pupils are generally managed well. Positive relationships throughout the school create a safe atmosphere where pupils feel confident enough to rise to the challenges set by their teachers and to ask for help if they need it.

Curriculum and other activities

Grade: 2

The curriculum is well balanced and enriched by specialist teaching in subjects such as dance, information and communication technology and sport. The school extends what it offers to pupils by using visiting speakers, organising trips to places of interest and by working very productively with local primary and secondary schools. The very good range of clubs on offer enable pupils to develop new skills as diverse as eco-gardening and knitting and to improve skills already learned in lessons. This is particularly evident in the school's success in sport. Better use could be made of the outdoor area to broaden the learning opportunities for children in their Reception year.

Care, guidance and support

Grade: 1

The school provides extremely good care, guidance and support for its pupils. Procedures to ensure pupils' health and safety are robust and rigorously implemented. Systems for assessing pupils' academic and personal progress are exceptionally well developed. The information gathered is frequently reviewed to check teachers are doing all they can to help pupils develop good personal skills, enjoy their learning and make the best possible progress.

Leadership and management

Grade: 2

The headteacher provides outstanding leadership. The skills of other staff as leaders and managers are good. All staff work very productively as an effective team that is sharply focused on raising achievement and standards. Systems to check the quality of the school's work are extremely thorough and rigorously implemented. Expectations are high and staff respond very quickly to modify for example, aspects of teaching or the curriculum to improve pupils' learning. Consistency in the implementation of whole school procedures is a real strength and has secured some notable rapid improvements. This is particularly evident in the way assessment procedures have underpinned improvements in pupil progress and achievement. The school's capacity to improve further is good. Governors provide good support for the school but also hold it to account and carry out their role as 'critical friend' effectively. Financial planning is secure.

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Inspection judgements

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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you very much for making me feel so welcome when I visited your school. I really enjoyed having lunch with you and talking to you in lessons and in the playground. I appreciated your honesty, politeness and courtesy. There are lots of things you really like about your school. You particularly like your lessons and all the extra things teachers plan for you to do like going on trips and the after school clubs. You think you go to a good school and I am very happy to say I agree with you. Mrs White is an extremely good headteacher. Together with all the teachers and helpers in the classroom and all the other people who work and help in school she wants you to enjoy yourselves and to do as well as you can. They work very hard to make school a fun place to be and to help you get along with each other and learn as well as you can. They look after you, care for you extremely well and try very hard to help you feel happy and safe at school. Almost all of you behave well and work hard and this helps you learn, so well done and keep it up. Your school council take their role very seriously and want to help make things even better so keep telling them what you think. I have asked Mrs White and the teachers and governors to work on helping you learn even more by: - Making the area outside Class 1 more interesting so the children in Reception can do more of their work outside. - Providing all of you with more activities that will help you to learn without an adult being with you and to think for yourselves. Thank you very much for helping me with the inspection of your school. Keep working hard and enjoy your time at Walton-on-Trent School.