

# West Walton Primary School

## Inspection report

---

<b>Unique Reference Number</b>	120890
<b>Local Authority</b>	NORFOLK LA
<b>Inspection number</b>	313782
<b>Inspection date</b>	17 September 2007
<b>Reporting inspector</b>	John Messer

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

---

<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 on roll</b>	
School	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Gordon
<b>Headteacher</b>	Ms Jillian Davis
<b>Date of previous school inspection</b>	16 June 2003
<b>School address</b>	School Road West Walton Wisbech Norfolk PE14 7HA
<b>Telephone number</b>	01945 583620
<b>Fax number</b>	01945 465573

---

<b>Age group</b>	3-11
<b>Inspection date</b>	17 September 2007
<b>Inspection number</b>	313782

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the measures the school takes in the Foundation Stage to compensate for low attainment on entry, the progress made in reading, writing and mathematics by higher attaining pupils in Years 1 and 2 and whether pupils have enough guidance about reaching the next stages in their learning. Evidence was gathered from classroom visits, discussions with staff and pupils and examination of school documents, especially assessment data. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified and these have been included where appropriate in this report.

## Description of the school

This school is slightly smaller than average. As well as seven classes for children from Reception to Year 6, it has a Nursery which is open each morning. It also has a Children's Centre that offers extended support for children and their families. Almost all pupils are from White British backgrounds. A very small number speak English as an additional language. The proportion of pupils entitled to free school meals is below average. The proportion with learning difficulties is above average and is particularly high in some year groups. The attainment of many, but not all, children on entry to the school is well below average and is particularly low in communication, language and literacy, and mathematical development.

## 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. Teaching is good so that pupils learn effectively and achieve well. Children's attainment on entry is well below average but by Year 6 standards have risen to become average overall. This represents good progress, reflecting the impact of the new headteacher, appointed just a year ago, who provides good leadership and has given a new impetus to school improvement. One particular improvement has been a more rigorous approach to teaching and learning in the Foundation Stage. Consequently, children receive a good start to their schooling and the rate at which they are meeting expected standards is increasing. Current Year 2 and 3 pupils did not benefit from this more rigorous 'catch up' regime in the Foundation Stage and standards remain below average by Year 2.

Most pupils make good progress by Year 6. Progress in literacy is sometimes outstanding. In national tests for pupils in Year 6 in 2007 the school's overall performance was average in English, mathematics and science. Further analysis shows that it was above average in writing and the proportion of pupils who exceeded the national target of Level 4 and attained the higher Level 5 standard in both reading and writing was above average. This was a significant improvement on the previous year's results.

In each class a productive and purposeful learning atmosphere has been established where all pupils are interested and engaged. Teachers group pupils according to ability and make sure that activities are appropriately challenging for all groups, allowing those with learning difficulties, the faster learners and those who speak languages other than English all to achieve well. Teaching assistants make a strong contribution to pupils' learning and social development. They are well trained and highly skilled, particularly at dealing with pupils with learning difficulties and those who present challenging behaviour. Teachers promote effective learning in all subjects and each has different ways of working. As the school itself has noted, this contributes to lively teaching across the curriculum, but in the teaching of mathematics can sometimes lead to inconsistencies, which can reduce the progress of some pupils, particularly in calculations and problem solving.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They enjoy school, attend regularly, behave well and are keen to succeed. In one class pupils groaned when it was playtime because they were so involved that they did not want to stop working. A large number in Year 6 willingly attend the early morning booster classes in literacy and numeracy. Pupils enjoy books and many read quietly, often with their parents, in pre-school reading sessions. They enjoy writing and develop a good understanding of how to use vivid adjectives, powerful verbs and strong adverbs.

The curriculum is good, with a good range of visits and visitors to enrich learning. The extensive programme of extra-curricular activities organised by the school is exceptional. Pupils say that lessons are fun. Pupils learn how to use computers to help them with their learning.

They make good progress in information and communication technology (ICT) and develop a wide range of personal, social and academic skills that provides them with a sound foundation for their future economic well-being.

The school maintains high levels of care. The Children's Centre is an integral part of the school and does much to support children's learning, especially in the breakfast and after school clubs and through family learning. A 'family worker' works closely with children and their families and is a key member of the school team. Pupils understand what makes a balanced diet and

appreciate the need for regular exercise. They receive good guidance on how to stay safe and look after themselves and say that they receive good guidance and clear targets for reaching the next stages in their learning. The school council willingly shoulders responsibility for helping to improve facilities. This gives pupils a good understanding of their duties towards the community.

Parents support the school wholeheartedly and are very pleased with the education provided for their children. One comment was typical, 'The staff go out of their way to ensure that the children get the most out of their primary school experience by delivering a curriculum in exciting and imaginative ways that offers something to pupils of all abilities'.

The leadership and management of the school are good. The headteacher leads a team of teachers and support staff who are highly committed to improving pupils' learning opportunities and to raising standards. The school's self-evaluation is accurate and pinpoints the most important priorities for development. The school improvement plan guides developments effectively. There has been good improvement since the last inspection. A vibrant learning environment has been created and the school is poised to make further advances. The governing body, ably led by the chair, provides good support and monitors the school's performance closely. The school has a good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children settle happily in the Nursery and Reception classes. Staff welcome children warmly and help them to become confident and self-reliant. Teaching and learning are good. Many pupils enter school with a very limited understanding of the link between letters and the sounds they represent, and poor numeracy skills. There is, therefore, a strong emphasis on teaching phonics and developing a sound understanding of numbers and shapes. A wide range of stimulating learning experiences is provided both in the classroom and in the well designed outdoor areas. Consequently children make good progress.

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

- Raise standards in Year 2 in reading, writing and mathematics.
- Develop more consistency across the school in the methods used to teach pupils how to calculate and solve problems in mathematics.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### 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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

How effective are teaching and learning in meeting the full range of the learners' needs?	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

<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>	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 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	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



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

18 September 2007

Dear Children,

Inspection of West Walton Primary School, West Walton, Wisbech, Norfolk, PE14 7HA

I thoroughly enjoyed my short visit to your lovely school. Thank you for being so friendly and helpful.

I think that there are many good things about your school. One of the most important is the way you are all so keen to learn new things to improve your skills. It was great to see so many of you coming into school early for extra reading time. Many of the Year 6 pupils start work at 8 o'clock so that they can improve their understanding and boost their confidence in literacy and numeracy. You told me that you thought that the best things were the teachers and support staff because they make lessons fun. It was fascinating to hear about World War Two and diving under the desks or dashing into the Anderson shelter when the air raid sirens go in Year 4. I would love to have seen the race between the electrically powered buggies you made. You said that the exciting lessons help you to remember what you have learned. You told me that you had noticed lots of improvements over the last year, particularly in the range of after school activities offered, the development of the play areas and that the school seems livelier. You are certainly making good progress, especially in reading, writing, mathematics, science and ICT.

You also said that one of the best things about the school is the good friendships that you make. It certainly is a friendly place. You enjoy school. You know how to stay safe, lead healthy lifestyles and look after yourselves. The school council listens to your ideas and takes its responsibilities seriously. The school is getting better and better, and everything is geared towards improving your education and raising standards. It seems to me that everyone, pupils, teachers, support staff, parents and school governors, wants to make the school as perfect as possible.

There are just two things that Ms Davis and I agreed needed attention. Although pupils make good progress in Years 1 and 2, it is important to keep trying to raise their standards in reading, writing and mathematics. Also we think that all the teachers and support staff should make sure that you get clearer guidance about how to calculate numbers and solve problems in mathematics.

I wish you all every success in the future.

John Messer