

# Walpole Cross Keys Primary School

28 Sutton Road, Walpole Cross Keys, King's Lynn, PE34 4HD

## Inspection dates

17–18 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils	Good	2	2
Quality of teaching	Good	2	2
Behaviour and safety of pupils	Good	2	2
Leadership and management	Good	2	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children in the Reception year get off to a good start.
- Pupils are provided with a good range of interesting and enjoyable activities.
- Pupils achieve well and make good progress, particularly in mathematics. Disabled pupils and those who have special educational needs make exceptional progress.
- Teaching is good. Lessons capture pupils' interest and enthusiasm and the basic skills of reading, writing and mathematics are taught well.
- Behaviour and safety are good. Pupils are proud of their school and rightly proud of their achievements.
- Leadership and management are good. Since the school's previous inspection the headteacher and governing body have brought about several significant improvements. Pupils' progress, the teaching and the provision for the youngest children are much improved.
- Parents are full of praise for the work of the school.

### It is not yet an outstanding school because

- There are still some variations in pupils' achievement in reading, writing and mathematics that the school's initiatives have not completely ironed out.
- Some pupils are not helped to understand the levels they have reached and what they need to do to make their work even better.

## Information about this inspection

- The inspector observed 11 lessons in all. Six of these lessons were taught by three teachers. Two lessons were taught by visiting instructors and three by teaching assistants.
- Meetings were held with members of the governing body, staff, pupils, a number of parents and a representative of the local authority.
- The inspector looked at the work in pupils' books and listened to a number of pupils read.
- Account was taken of the school's information about pupils' attainment and progress, its self-evaluation and plans for future developments. The inspector also looked at documents and policies concerning school management and keeping pupils safe.
- Consideration was given to 20 responses to the online survey (Parent View) and four responses to the staff questionnaire.

## Inspection team

Godfrey Bancroft, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is much smaller than the average sized primary school.
- The proportion of pupils who come from minority ethnic groups is low, with none who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion of those supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who are known to be eligible for additional funding through the pupil premium is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in two classes. One is for children in the Reception year and pupils in Years 1 and 2. The other class is made up of pupils in Years 3 to 6.
- The privately managed 'Ladybirds' pre-school group is accommodated on the school site and is subject to a separate inspection.

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

- Sustain the drive to improve achievement throughout the school in reading, writing and mathematics by:
  - increasing opportunities for pupils to become independent and self-motivated readers
  - strengthening the links between pupils' knowledge of letter and word sounds (phonics) and their ability to write independently
  - increasing the emphasis placed on developing pupils' mental and oral skills in mathematics, and the opportunities given for them to apply these skills when solving mathematical problems.
- Guide pupils to become fully aware of the levels they have reached and what they need to do to make their work even better by:
  - taking more opportunities to discuss attainment and progress with pupils during lessons
  - involving pupils more in marking their own work and sharing marking activities with their classmates
  - creating more opportunities for pupils to talk about how well they think they are doing, and to decide for themselves what they need to do to make their work better.

## Inspection judgements

### The achievement of pupils

is good

- Children's skills and knowledge when they start in the Reception year are a little below those expected for their age. However, the level of their skills on entry is rising. In previous years children's skills on entry were very low compared with expectations for their age, including those of the current Year 6.
- Children in the Reception year get off to a good start and progress well. By the time they join Year 1 their skills in all areas of learning are broadly in line with those expected for their age. These children make marked strides in their early ability to recognise the sounds made by letters and words.
- The relatively small number of pupils in each year group often means that from one year to the next, attainment varies in reading, writing and mathematics. However, due to good, improved teaching, a pattern of much greater consistency in attainment is steadily emerging.
- Attainment by the end of Year 2 is broadly average and is improving steadily. In recent years, pupils in Years 1 and 2 have made good progress from their various starting points.
- By the time pupils leave at the end of Year 6 some marked variations in attainment are still evident. In the 2012 national tests, standards in reading and writing were broadly average. However, attainment in mathematics was very high with several pupils being over a year ahead of the level expected for their age.
- Attainment in reading is broadly average. The school is working effectively to promote pupils' enjoyment of reading, although there is a tendency for the attainment of boys to lag behind the girls.
- Teacher's assessments and the work in pupils' books indicate that the current Year 6 group are on course to attain standards that are likely to be a little below average. However, over half the pupils in this group have special educational needs and, from their various starting points, many have made remarkable progress. Within the year group there are also pupils who have particular abilities and gifts. These pupils are on course to attain high standards, especially in mathematics.
- In recent years, a consistent pattern has emerged in which the proportion of pupils doing better than expected is greater than found in most other primary schools. This includes disabled pupils and those who have special educational needs, the small number who come from minority ethnic backgrounds and those who benefit from additional government funding through the pupil premium. This is due to the highly effective, personalised support these pupils receive.

### The quality of teaching

is good

- Children in the Reception year benefit from good teaching and a range of activities that enable them to learn alongside older children in the classroom and outdoors. These children work well together and become increasingly confident and independent.
- Teachers and teaching assistants have high expectations that pupils will apply themselves well and work hard. For their part, pupils are invariably eager to answer questions, help each other

and contribute to group work.

- The contribution made to pupils' learning by teaching assistants is outstanding. This applies particularly to the work they do with disabled pupils and those who have special educational needs. Carefully planned individual work and opportunities to learn in small groups are proving to be very effective in supporting the progress of these pupils.
- Lessons invariably capture pupils' interest. This is because work is usually well matched to pupils' individual needs, age, and the level they have reached. Throughout the school, the basic skills of reading, writing and mathematics are promoted well and pupils make good progress. Careful attention is given to setting demanding work for those pupils who are gifted and talented to ensure they reach the standards of which they are capable. This is proving to be especially successful in mathematics.
- On some occasions, though, opportunities for pupils of similar ability to work together are not used widely enough. There are also isolated occasions when the match of work to pupils' abilities is not precise enough, and not enough opportunity is given for them to practise their developing skills. This relates particularly to pupils' capacity to read and write independently, and to apply their mental and oral mathematical skills to problem solving. On these occasions, pupils' usual good progress tends to slow down. This contributes to the variations in attainment and progress across reading, writing and mathematics.
- Assessments of pupils' attainment and progress are accurate and thorough. Teachers and teaching assistants keep a very careful eye on pupils' progress during lessons. They modify their teaching in the light of what they find. However, there are times when pupils are not involved enough in this important aspect of their learning. As a result, some are not sufficiently aware of the levels they have reached or of what they need to do to improve their work.

### The behaviour and safety of pupils are good

- Pupils' attitudes to learning are positive and disruptions to lessons are infrequent and soon resolved. Pupils are well-mannered and courteous. They are kind, thoughtful and helpful towards each other and adults. In recent years no pupils have been excluded.
- Pupils, parents and staff are all confident that behaviour is good. Pupils' behaviour is managed well by staff. Pupils respond particularly well to the consistent recognition and celebration of their achievements and efforts.
- Several pupils have significant emotional and behavioural difficulties. However, they are supported exceptionally well. The careful attention given by staff to the personal and social development of these pupils is enabling them to become increasingly independent learners who can manage their behaviour for themselves. Consequently, they make good academic and personal progress. This became very evident in an excellent social development lesson led by a teaching assistant.
- Pupils are well informed about how to stay safe. They say they feel safe at school and express every confidence that the staff will take good care of them. Pupils also say that if they have any concerns, whether to do with their personal circumstances or about their work, they are happy to approach any member of staff for guidance.
- Pupils and parents say that bullying is rare and should any concerns or conflicts arise they can rely on staff to help sort them out amicably. Pupils are also well informed about what constitutes

bullying. For example, they know about potential risks posed by misuse of mobile phones or the internet. They recognise that it is wrong to make fun of someone because of their gender, background or particular needs.

## The leadership and management are good

- The drive and clear sense of purpose and direction of the headteacher and members of the governing body have been central to the considerable improvement since the previous inspection. For example, the quality of teaching is now good and the rate of pupils' progress has increased significantly. The quality of provision for the youngest children is also much better than it was. This track record of improvement illustrates the school's capacity to bring about sustained developments in the future.
- Self-evaluation is accurate and searching. Plans for future developments are prepared carefully and are related closely to the needs of the pupils and to improving their progress. The impact of improvement initiatives, such as strengthening the support provided for disabled pupils and those who have special educational needs, is evaluated by the staff and governing body in a thoughtful and reflective manner. The promotion of equality for all and the elimination of all forms of discrimination are at the heart of the school's work.
- The highly effective management of the staff's performance and their continued professional development are proving central to the school's improvement. Staff are full of praise for the support they receive. This has been particularly effective in underpinning the excellent work of teaching assistants, the improvements to provision for the youngest pupils and the support provided for newly qualified teachers.
- The local authority has provided valuable support. It has provided good advice that has helped to bring about the marked improvements since the last inspection.

### ■ The governance of the school:

- is a great advocate for its work, celebrates its successes and holds it to account for the quality of all aspects
  - works effectively to ensure that arrangements for the professional development and management of the staff's performance lead to improvements in pupils' progress
  - evaluates the impact of spending on pupils' achievement, such as the specific funding allocated to providing additional support for those pupils eligible for the pupil premium
  - ensures that members of the governing body receive the training they need to fulfil their duties effectively
  - ensures that arrangements to safeguard pupils fully meet current requirements.
- The curriculum is good. It provides pupils with an interesting range of activities during lessons and beyond the school day. A valuable contribution is made by visiting instructors who teach music and physical education. The curriculum strongly supports pupils' personal and spiritual, moral, social and cultural development. Last year, pupils had some of their stories and poems published in 'Mini Sagas and Amazing Adventures'. They also won the 'Food and Farming Challenge' which gave them an insight into the workings of local businesses. Special theme days, such as 'Australia', and visits to other schools give pupils a real understanding of other cultures.
  - The school's links with parents and the support provided for pupils and their families are exemplary. The reports parents receive about their children's progress are of high quality. Parents are full of praise for all aspects of the school's work and for the recent improvements. One parent reflected the views of many when she said; 'Bringing my children to this school was

the best thing I have done.'

## What inspection judgements mean

<b>School</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120886
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	405973

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	55
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Hackett
<b>Headteacher</b>	Stuart Graver
<b>Date of previous school inspection</b>	23 November 2010
<b>Telephone number</b>	01553 828680
<b>Fax number</b>	01553 828680
<b>Email address</b>	head@walpolecrosskeys.norfolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

