Inspection of Walton On Trent CofE Primary and Nursery School

Coton Road, Walton-on-Trent, Swadlincote, Derbyshire DE12 8NL

Inspection dates: 17 and 18 October 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of the school is Leanne Gaffiney. The school is part of John Taylor Multi-Academy Trust, which means other people in the trust have responsibility for running the school. The trust is run by the chief executive officer, Mike Donoghue, and overseen by a board of trustees, chaired by Colin Hopkins.

Ofsted has not previously inspected Walton on Trent CofE Primary and Nursery School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

Pupils thrive at this small school with its caring, inclusive ethos. They describe the staff as kind and supportive. Pupils are encouraged to live out the school's values of 'kindness, honesty, respect, perseverance, courage, ambition'. In the weekly 'shine' assemblies, pupils celebrate each other's achievements with pride.

The system of pastoral support is a strength of the school. Trained adults are on hand to provide care and guidance for any pupils who are experiencing difficulties. Pupils can also use the 'worry boxes' around school to post a note if they have a concern. Pupils express confidence in the care provided to keep them safe.

There is a wide range of activities on offer to promote pupils' physical and mental health and well-being. Pupils learn about healthy eating as part of the curriculum. Swimming, Bikeability training and a range of sports are all available. Some older pupils have taken part in first-aid training and all pupils enjoy the extensive, well-equipped outdoor areas of the school.

Pupils behave well in lessons and around school. They respond readily to teachers' expectations and show positive attitudes to their learning. Staff handle any occasional instances of misbehaviour in line with the school's behaviour procedures.

What does the school do well and what does it need to do better?

The school has a shared vision for all pupils to 'achieve their full potential and talents', both academically and in their personal development. This includes pupils with special educational needs and/or disabilities (SEND). To that end, the curriculum has been recently rewritten. There is a clear intention to provide a curriculum that sets out the key knowledge and skills pupils should gain, from the early years to Year 6. This revision has included regard for the mixed-age classes in many areas of the school.

The curriculum is now being implemented and tested over a three-year cycle. Curriculum leaders are developing an increasingly accurate overview of their subjects. There are clear signs that this is having a positive impact on pupils' learning. The published outcomes have begun to improve. Pupils are starting to recall what they have been taught and apply this knowledge to new concepts.

In lessons, teachers provide work that captures pupils' interests and matches the planned curriculum. Teaching is adapted for pupils with SEND, for example, by the use of pre-teaching or specialist equipment. In some subjects, the curriculum is in the very early stages of implementation. Sometimes, checks on pupils' understanding do not happen regularly enough. Questioning is not always used effectively. This means that pupils do not always move on quickly enough in their learning.

Reading is a high priority at the school. Early reading and phonics begin as soon as pupils join the school. Staff make sure that children in the Nursery class have many pre-reading activities and experiences. Pupils read from books that are matched to their phonics knowledge. Pupils of any age continue to receive extra support in reading for as long as it is needed.

Children in the early years benefit from a well-planned curriculum that is tailored to their needs. Adults rightly prioritise children's language development. The indoor and outdoor areas cater very well for children's needs across all areas of learning. Children are well prepared for the next steps in their education.

The school supports pupils' broader personal development very well, in most aspects. Pupils can take on roles to enhance the wider life of the school, such as members of the school parliament and classroom monitors. Some pupils organise their own clubs or activities, such as a charity bake sale. All pupils can access the range of popular extra-curricular activities.

Pupils understand the importance of treating everyone equally. For example, as one pupil commented: 'It's what's on the inside that matters.' However, pupils do not have a secure enough knowledge of the range of faiths and cultures found in modern British society. They have a limited understanding of important British values such as democracy.

Staff speak highly of the support received for their workload and well-being. They value the range of training the school and the trust provide. All those responsible for governance fulfil their statutory responsibilities in the best interests of the pupils and staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The revised curriculum is in the early stages of being implemented in most subjects. Curriculum implementation and the use of assessment are variable across the school. Pupils do not yet consistently recall and apply what they have been taught. Misconceptions are not always addressed in lessons. The school should ensure that the curriculum is securely embedded and implemented across all subjects, so that pupils know and remember more over time.
- The school does not promote some aspects of pupils' spiritual, moral, social and cultural development as well it should. Pupils do not have a secure knowledge of a range of faiths other than Christianity. They have a limited understanding of fundamental British values. The school should ensure that pupils are well

prepared to take their place in modern Britain by developing a well-informed respect for an appropriate range of faiths, cultures and values.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	146607
Local authority	Derbyshire
Inspection number	10298526
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	Board of trustees
Chair of trust	Colin Hopkins
Headteacher	Leanne Gaffiney
Website	www.walton-on-trent-primary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The headteacher took up her post in April 2022. The deputy headteacher took up post in September 2023.
- The school does not make use of any alternative provision.
- The school's last section 48 Statutory Inspection of Anglican and Methodist Schools took place in October 2017.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior and curriculum leaders.

- The lead inspector met with several members of the local governing body, including the chair, as well as the chair of the board of trustees and the chief executive officer.
- Inspectors carried out deep dives in reading, mathematics and geography. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils read to a member of staff they know.
- Inspectors also discussed the curriculum, visited lessons, reviewed curriculum planning and looked at samples of pupils' work in some other subjects.
- Inspectors observed behaviour in lessons and at other times around school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Christine Watkins, lead inspector	His Majesty's Inspector
Janis Warren	Ofsted Inspector

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