

Inspection of Walpole Highway Primary School

School Road, Walpole Highway, Wisbech, Cambridgeshire PE14 7QQ

Inspection dates: 18 and 19 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires improvement
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What is it like to attend this school?

Walpole Highway is a small, friendly school where relationships between pupils and staff are warm and respectful.

Pupils are happy. Most value their learning and attend regularly. They enjoy their learning and respond well to teachers and the other adults who work with them. Pupils respond to adults' high expectations of behaviour. They behave well when working in the classroom and moving around the school.

At break and lunchtime, older and younger pupils enjoy playing together. Adults know the pupils very well. This helps them to keep pupils safe. Pupils feel safe. They are confident that adults will deal with any worries they may have. Bullying is rare.

Pupils enjoy the trips on offer, such as the recent visit to France with pupils from other federation schools. Pupils also take part in clubs such as choir and sport. Younger pupils enjoy their learning in the forest. Pupils love helping to look after the school's three alpacas.

Parents and carers are positive about the experience their children are getting. One parent typified the views of others, noting, 'This is a very kind, caring and encouraging environment for children.'

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

Leaders and staff have created an ambitious curriculum that meets the needs of pupils at Walpole Highway Primary School. Most curriculum plans identify the important knowledge pupils must learn and the best order in which to teach different topics. In a few subjects, curriculum planning is less well developed. In these subjects, teachers are not as clear on the content that must be taught. Pupils do not develop a rich understanding of these subjects.

Leaders check on how well pupils are faring in their curriculum, and how well the curriculum is being delivered. They provide staff with appropriate training to increase their subject expertise. Most adults working with pupils have good subject knowledge. This enables them to explain new concepts effectively. Occasionally, where staff are less well trained in some subjects, adults do not support pupils' learning as precisely or effectively.

Teachers help pupils to remember key knowledge by recapping prior learning before they introduce new concepts. They make regular checks to see how well pupils are learning and remembering. When teachers identify any gaps in pupils' knowledge, they provide extra support to help pupils catch up.

Leaders have ensured that staff are well trained and deliver the school's chosen reading programme effectively. Children learn to read as soon as they start in

Reception. They confidently use their knowledge to sound out new words. The books that children read match the sounds they are learning. Leaders quickly identify and support any children who need extra help with their reading.

Leaders ensure that reading is also a central aspect of the school's curriculum for older pupils. These pupils read high-quality texts to help to develop their reading skills. These are often linked to their learning in other subjects, such as history. Pupils enjoy reading in lessons and for pleasure.

Pupils behave well in lessons and around the school. They respond to the school values of 'be ready, be respectful and be safe'. Pupils learn routines and expectations as soon as they join the school. Pupils enjoy their learning and work hard.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) receive effective support to make progress in the curriculum. Leaders ensure that pupils' individual support plans identify appropriate targets, and review these regularly. Pupils with SEND access the full curriculum successfully, alongside their classmates. Their social and emotional development is also well supported.

Leaders have created a well-structured personal, social, health and economic education curriculum. Pupils understand the importance of core values, such as respect, kindness and equality. Pupils meet and work with peers in other schools in the federation. They enjoy a range of visits and visitors. Pupils talked with pride about singing at the 'Young Voices' event. Pupils receive a range of opportunities that they value.

Governors work in partnership with school leaders and the local authority. They challenge leaders about strengths and weaknesses in the provision for pupils. Leaders and governors know what is working well and what needs to improve.

Staff are appreciative of leaders' support for managing workload. They feel that they have benefited from the sharing of expertise with other federation schools. Staff say that they enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

The school makes pupils' safety and well-being a high priority.

Leaders provide regular and appropriate training for staff. This means they spot any signs that a pupil may be at risk. Concerns are swiftly reported and followed up on. Leaders ensure that pupils and their families get help quickly, including from their own pastoral team. They make timely referrals to external agencies, where necessary.

Pupils are taught how to keep themselves safe, including online. They know who to go to if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not ensured that curriculum plans identify all the important concepts and skills that pupils should learn. This means that staff are not clear as to what they should teach and in what order. Leaders must ensure that the curriculum in these subjects provides clear information about the most important knowledge pupils should learn in each year so that they build on previous knowledge effectively.
- Occasionally, especially where subjects are less well developed, staff are not well trained to deliver the curriculum. This means some staff do not have sufficient subject knowledge and their explanations lack clarity. They do not support pupils to gain a deep and full understanding of the knowledge being taught in these subjects. Leaders and subject leaders should ensure that all staff have had the required training and knowledge to enable them to deliver these subjects effectively.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120887
Local authority	Norfolk
Inspection number	10241111
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair of governing body	Malcolm Clements
Executive Headteacher	Alison Lawrenson
Website	www.walpolehighway.norfolk.sch.uk
Date of previous inspection	25 May 2021, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Windmill Primary Federation, which comprises four schools.
- The executive headteacher is also the executive headteacher in three schools that are also in the federation.
- The school is much smaller than the average-sized primary school. Pupils are educated in two mixed-age classes.
- The school runs a breakfast club which is managed by school leaders.
- The school uses one registered provider of alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and religious education to evaluate the quality of education. For each deep dive, inspectors met with subject leaders, considered curriculum plans, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and scrutinised samples of pupils' work. Inspectors also checked curriculum provision for pupils' learning in other subject areas.
- The lead inspector observed some pupils read to staff and talked to them about their reading.
- Inspectors observed pupils' behaviour in lessons around the school and at lunchtimes and playtimes. Inspectors met with groups of pupils to seek their views of the school. They also spoke to pupils informally in class, around the school and at breaktimes.
- Inspectors met with the executive headteacher, who is the school's designated safeguarding lead, to discuss safeguarding.
- Inspectors met with the special educational needs coordinator and scrutinised documentation for provision for pupils with SEND. They observed support for pupils with SEND.
- Inspectors scrutinised a range of documentation during the inspection, including curriculum plans, school development plans, safeguarding and behaviour plans.
- Inspectors considered the views of parents, including the four responses to Ofsted's online survey, Ofsted Parent View, and four free-text comments. They also considered the eight responses to the online staff survey. There were no responses to Ofsted's pupil survey.

Inspection team

Joan Beale, lead inspector	Ofsted Inspector
Lynsey Holzer	Ofsted Inspector

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