

Inspection of a school judged good for overall effectiveness before September 2024: Walkington Primary School

Crake Wells, Walkington, Beverley HU17 8SB

Inspection dates:

4 and 5 February 2025

Outcome

Walkington Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

The school has a clear vision for pupils and supports their development effectively. As a result, pupils develop well academically and personally.

The school provides opportunities for personal growth. Pupils take advantage of the wide range of extra-curricular activities on offer. These include athletics, cricket and cross-country events. Pupils get the chance to learn a range of musical instruments, such as brass and woodwind instruments. Their understanding and appreciation of music are further developed through performances in school and around the community.

Pupils access a range of visits that support their development. This includes going to an outdoor activity centre to develop teamwork and resilience skills. Pupils have leadership roles such as playground leaders and lunchtime buddies. These roles support pupils' understanding of citizenship. As a result, pupils are considerate and committed to having a positive impact on others. Pupils learn about fundamental British values. They accept and respect difference.

Pupils are very happy and enjoy coming to school. Pupils are safe. They behave very well. Pupils are well supported to manage their behaviour. The school supports pupils to reflect on how their actions affect others. This helps them to make positive choices.

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

Children get a very positive start to their education. The early years curriculum is carefully considered. The school ensures that activities are interesting and purposeful. This cultivates interest and a love of learning from an early age. Children are excited to share

their learning. Staff are careful to identify children's next steps in learning. As a result, time is used effectively and children discover more and learn more.

As pupils move through the school, they continue to develop positive attitudes towards learning. Pupils are highly engaged and behave extremely well in the classroom. Learning across the curriculum is purposeful and well designed. The curriculum provides clear progression of knowledge that supports pupils' development. Pupils revisit relevant prior learning in lessons. This allows them to connect and build their knowledge. As a result, pupils talk with accurate understanding across a range of subjects. The work pupils produce reflects this robust understanding. For example, in history, pupils write about a historical event from the perspectives of various historical figures. This allows them to explore diverse viewpoints and deepen their knowledge of the past. Staff carefully check what pupils have understood when introducing new learning. This ensures that they can address any misconceptions. However, the school's agreed approach to checking what pupils retain over time is currently being developed. As a result, the school is not able to fully identify the curriculum's impact and where it could be improved further.

The school promptly identifies pupils with special educational needs and/or disabilities (SEND). The school tailors learning so that pupils with SEND can access the curriculum successfully. The school prioritises reading. Staff are well trained to deliver the phonics programme effectively. Staff regularly check what pupils can read. This provides staff with accurate information about what pupils understand. If pupils fall behind, staff support pupils to catch up quickly. Reading books are well matched to pupils' phonics knowledge. This supports them to quickly become confident and fluent readers.

The school carefully considers pupils' character development. Pupils learn about protected characteristics. They have a clear acceptance of difference. Pupils learn about how to keep themselves safe online. As a result, they know what to do if they have any concerns. The school is committed to supporting pupils to navigate the world with confidence. This means pupils learn about risk and how to make informed choices. This includes learning about road and water safety. The school supports pupils to be caring towards others. This has led to pupils initiating and organising charity events for worthy local causes.

The school prioritises attendance and checks it closely. When a pupil's attendance drops, the school works with parents and carers to address concerns and ensure regular attendance.

Leaders have created an environment for staff to thrive. The school carefully considers staff well-being and development. Staff appreciate the school's positive culture. Governors understand the school and have a clear vision for what pupils learn and experience. Governors access appropriate training. They support and challenge the school effectively. Governors have a clear understanding of their responsibilities and fulfil these to a high standard.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in some foundation subjects does not provide precise information about what pupils know and remember over time. As a result, the school is not able to fully identify the curriculums' impact and where they might be improved further. The school should continue to refine assessment practices to check that the curriculum is having the impact it should.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

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	117866
Local authority	East Riding of Yorkshire
Inspection number	10346319
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	208
Appropriate authority	Local authority
Chair of governing body	William Hartley
Headteacher	Chris Bullough
Website	www.walkingtonschool.org
Dates of previous inspection	18 and 19 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school has a breakfast club, overseen by the governing body.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and members of the senior leadership team.
- The inspector met with representatives of the governing body and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered the responses to Ofsted's online surveys for pupils, staff and parents. This included any free-text responses to Ofsted Parent View.

Inspection team

Andrew Yeomans, lead inspector

Ofsted Inspector

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