

# Inspection of a good school: Lionel Walden Primary School

High Street, Doddington, March, Cambridgeshire PE15 0TF

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Inspection dates: 19 and 20 April 2023

## **Outcome**

Lionel Walden Primary School continues to be a good school.

## **What is it like to attend this school?**

Lionel Walden is a very welcoming school. Pupils are proud to attend. They feel happy and safe. There are warm and respectful relationships between everyone. Pupils understand why the school values of 'safe, ready, respectful' are important. They say they try to uphold them every day.

Leaders have high expectations for learning and behaviour. Pupils work hard and show good conduct at all times. They enjoy learning and take pride in their achievements. Lessons are rarely disrupted. Outside, pupils play happily with each other. Pupils who are play leaders set up and run games for younger children to join in. Pupils also enjoy the lunchtime sports sessions run by the sports coach. Playtimes are harmonious and pupils have fun.

The school parliament gives pupils the chance to take on roles of responsibility. They act as ministers and take charge of an area of the school, such as the outdoor environment or the science garden. Pupils take their responsibilities seriously. They work as a team and help care for the school. They provide activities that other pupils want, such as a lunchtime board games club.

Pupils do not worry about bullying. They trust that adults will deal with it if it should happen.

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

There is a culture of high expectations across all areas of school. Leaders have put in place a broad and ambitious curriculum. In most subjects, leaders have clearly mapped out what they want pupils to learn and in what order. For example, children start to develop their understanding of mathematics in the early years. They count as they line up. In other years, pupils continue to build on this learning. They learn to apply number knowledge to solve problems independently.

Teachers have expert knowledge and use this to break down difficult concepts to help pupils' understanding. They use regular assessment to check pupils' progress and identify gaps. They quickly provide extra support when needed. Pupils are attentive in lessons and there is very little low-level disruption. As a result, pupils usually achieve highly.

A minority of foundation subjects are not as precisely planned as most. It is not always clear what pupils will learn and when. This affects the quality of pupils' work and level of knowledge in these areas. Leaders are already taking action to ensure that every subject is of an equally high standard.

Leaders prioritise pupils learning to read. They have introduced a new phonics programme, which staff have been trained in and are confident to teach. Children in the early years begin to learn to read right from the start. Teachers ensure pupils use their knowledge of letter sounds to become accurate and fluent readers. They carefully match books to the sounds pupils know. They quickly identify pupils at risk of falling behind and provide extra help. This helps pupils keep up. Pupils enjoy reading and are inspired by the wonderful reading displays. Rewards linked to reading motivate older pupils to read often and accurately.

Early years provision, including pre-school, is a strength. The exciting environment enables children to develop skills and explore their interests. Children are confident and are encouraged to solve problems and take risks. They follow instructions, know routines and manage themselves well. Children are very well prepared for their transition into Year 1.

Staff are well trained to support pupils with special educational needs and/or disabilities (SEND). Leaders give teachers precise information about the support pupils need to enable them to learn and achieve. Leaders are tenacious about securing the best outcomes for pupils with SEND. As a result, these pupils benefit from the same ambitious curriculum as their peers.

Leaders provide many opportunities for pupils' personal development. Pupils show kindness and understanding towards others who are different from themselves. They know that comments made about others as a 'joke' can be hurtful and they explain how everyone should be brave and not do this. Pupils listen carefully to each other and are able to disagree politely if needed. There are many strengths to this wider curriculum though, at present, leaders do not have a clear strategy to ensure all pupils benefit equally from it. Consequently, some pupils may miss out.

Governors know the school and its priorities well. They provide effective support and challenge for school leaders. Staff, including those new to the school and the profession, feel that their workload is manageable. They are very positive about the leadership of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture across the school. Leaders' robust systems mean everyone stays safe. Staff are well trained. They are diligent about reporting concerns, no matter how small. Leaders act quickly to support pupils and families. Governors understand their role and make regular checks that safeguarding is effective.

Parents trust the school to keep their children safe. Pupils feel safe while at school and say that adults will help them if needed. They know how to keep themselves safe from risks when online and also when they are out in their community.

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

### **(Information for the school and appropriate authority)**

- A minority of curriculum areas are not planned in the precise detail of most. Therefore, pupils' knowledge and understanding in these subjects are not as good as they could be. Leaders should ensure that all subjects have a well-sequenced curriculum that sets out what pupils will learn and when. They should have clearly identified end points so teachers know what they are assessing and where the gaps in pupils' knowledge are.
- There are a wide range of opportunities in place for pupils to develop beyond the academic curriculum. However, there is no strategy that ensures all pupils benefit equally from these opportunities. This creates a risk that some pupils may miss out. Leaders should devise a coherent strategy that secures every pupil's entitlement to wider opportunities while they are at the school.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in October 2017.

## **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

<b>Unique reference number</b>	110632
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10255250
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jo Dale
<b>Headteacher</b>	Steve Abey
<b>Website</b>	<a href="http://www.lionelwalden.cambs.sch.uk">www.lionelwalden.cambs.sch.uk</a>
<b>Dates of previous inspection</b>	10 and 11 October 2017, under section 5 of the Education Act 2005

## Information about this school

- There is a new headteacher since the previous inspection. The headteacher has been in post since 1 September 2022.
- The school is registered to teach pupils aged from four to 11. It provides nursery education for children aged three, which is outside its registered age range.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, other senior leaders and members of staff. She also met with governors and an adviser from the local authority.
- The inspector carried out deep dives in reading, mathematics and geography. For each of these, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspector also looked at plans and spoke to leaders for some other curriculum subjects.

- To inspect safeguarding, the inspector scrutinised the single central record of recruitment and vetting checks and other safeguarding files. She spoke to leaders, including the designated safeguarding leads, governors, staff, pupils and parents.
- The inspector reviewed the 60 responses to Ofsted's online survey, Ofsted Parent View, and also considered the 44 free-text responses from parents. She took the 107 responses to the pupil survey, and the 23 responses to the staff survey, into account.

### **Inspection team**

Karen Stanton, lead inspector

Ofsted Inspector

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