Walkern Primary School Evaluation Framework 2025-2026

Walkern Primary School is a maintained primary school located in a rural village setting with six classes, ranging from Reception to Year 6. The school benefits from extensive play facilities and strong community links, serving both the village and parts of Stevenage. It values inclusivity and a nurturing environment, fostering a shared vision of learning, friendship, and kindness.

IMPROVEMENT PRIORITIES FOR 2025-2026

1. Foster a Culture of High Expectations in Fundamental Skills (reading, handwriting, times tables)
2. Strengthen the Curriculum to Address Gaps in Learning - Subject leads/ofsted identified children were unable to consistently recall prior learning or discuss progression of skills in each field.
3. To ensure strategic oversight of SEND is robust

SUMMARY SCHOOL EVALUATION

Key Strengths:

- Strong KS2 outcomes, particularly in maths and reading.
- Effective phonics teaching underpinning wider literacy success.
- High-quality pastoral support and a nurturing, inclusive environment.
- Strong leadership with a clear vision and commitment to improvement.

Areas for Development:

- Improve early years literacy outcomes, particularly writing and word reading.

Walkern Primary School Evaluation Framework 2025-2026

- Strengthen curriculum to address gaps in learning and ensure consistent recall of prior knowledge.

SAFEGUARDING

Strengths:

- Leaders have established an open culture where safeguarding is everyone's responsibility.
- Pupils understand how to keep safe, including online safety, through regular lessons and assemblies.
- The school has clear communication channels ensuring child safety.
- All staff understand they have a role to play to nurture all the children.

Areas for Development:

- No areas for development were identified in the provided text.

Evaluation: Met
Justification: The school demonstrates a strong commitment to safeguarding, with clear systems and a culture of vigilance. Pupils feel safe and know how to access support.

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INCLUSION

Strengths:

- Leaders identify pupils' needs quickly and accurately.
- High expectations for all children, with targeted interventions for pupil premium children.

Walkern Primary School Evaluation Framework 2025-2026

- Effective use of pupil premium funding to improve wellbeing, attendance, and academic outcomes.
- Staff work effectively with the virtual school, so that children's personal education plans generally improve their learning opportunities and experiences.

Areas for Development:

- Strategic oversight of SEND needs to be robust.

Evaluation: Expected Standard
Justification: The school generally meets the needs of all children, including disadvantaged and those with SEND, but requires a stronger strategic oversight of SEND.

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CURRICULUM AND TEACHING

Strengths:

- Broad, challenging, and well-sequenced curriculum.
- Effective teaching, demonstrated by strong outcomes in phonics and Key Stage 2.
- Systematic phonics teaching underpinning wider literacy success.
- Stimulating environment that supports intellectual, spiritual, creative, and physical growth.

Areas for Development:

- Strengthen the curriculum to address gaps in learning and ensure consistent recall of prior knowledge.

Walkern Primary School Evaluation Framework 2025-2026

Evaluation: Expected Standard
Justification: The curriculum is generally well-planned and taught, but needs strengthening to ensure consistent recall of prior learning.

ACHIEVEMENT

Strengths:

- Strong outcomes in phonics and Key Stage 2.
- 79% of children reaching the expected standard in reading, writing, SPAG, and 86% in maths in KS2.
- Greater depth attainment is notable, particularly in reading and maths (50%).
- EYFS outcomes show improvements in Good Level of Development (61% in 2025 vs 54% previously).

Areas for Development:

- Improve early years literacy outcomes, particularly writing and word reading.

Evaluation: Expected Standard
Justification: Overall achievement is strong, particularly at KS2, but early years literacy outcomes need improvement.

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ATTENDANCE AND BEHAVIOUR

Strengths:

Walkern Primary School Evaluation Framework 2025-2026

- Excellent attitudes to learning and school life.
- Calm and orderly environment with respectful relationships.
- Attendance is improving, currently at 94.7%.
- Pupils understand how to keep safe, including online safety.
- Pupils show a mature understanding of tolerance, acceptance, and responsibility.

Areas for Development:

- Reduce attendance gaps for pupil premium children.

Evaluation: Expected Standard
Justification: Behaviour is good and attendance is improving, but further work is needed to close the attendance gap for pupil premium children.

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PERSONAL DEVELOPMENT AND WELL-BEING

Strengths:

- High-quality pastoral support nurturing children's wellbeing and resilience.
- Wide range of extracurricular activities supporting physical development and character building.
- Rich discussions and debates on equality, diversity, and citizenship.
- Strong community links and inclusive events promoting a sense of belonging.
- Pupils demonstrate confidence and independence.

Areas for Development:

- Further develop children's' understanding around online safety.

Walkern Primary School Evaluation Framework 2025-2026

Evaluation: Expected Standard
Justification: The school provides a strong personal development programme that supports children's wellbeing and prepares them for future learning and citizenship.

EARLY YEARS

Strengths:

- Safe, nurturing, and stimulating environment.
- Improved GLD outcomes (61% in 2025).
- Strengths in comprehension and number skills exceeding national averages.
- Staff know children well and personalise learning.

Areas for Development:

- Improve early writing and word reading outcomes.
- Target improvement in self-regulation, managing self, and gross motor skills.

Evaluation: Expected Standard
Justification: EYFS provision is good overall, but there is a need to improve literacy outcomes and address specific areas of development.

Walkern Primary School Evaluation Framework 2025-2026

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LEADERSHIP AND GOVERNANCE

Strengths:

- Clear shared vision and collective commitment.
- Leaders know each child well and are highly inclusive.
- Staff strengths are maximised and professional development is promoted.
- Governance is supportive with effective oversight of school priorities and outcomes.
- Pupil premium funding is used strategically to improve wellbeing, attendance, and academic outcomes.

Areas for Development:

- Ensure leadership and governance are robust in further improving the drive to improvement in the curriculum and SEND provision. See School Improvement Plan 2025 and Governor Strategic Plan 2025.

Evaluation: Expected Standard
Justification: Leadership is effective with a clear vision and shared commitment, driving ongoing improvement across the school.