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Mrs A Dagless  
Welbourne Primary School  
Goodwin Walk  
Werrington  
Peterborough  
PE4 6NR

Dear Mrs Dagless

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Welbourne Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 29 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to your pupils, the Chair of the Governing Body and the representative from the local authority, who all took time to meet with me during the inspection.

At the time of the last inspection, the substantive deputy headteacher was acting headteacher and was supported by an associate headteacher for three days a week. Since then, the substantive headteacher has not returned to school and is no longer in post. The acting headteacher became the substantive headteacher in December 2010. The school appointed a new deputy headteacher in June 2011. Two teachers have left the school since the last inspection and three new teachers have been appointed, including the new deputy headteacher.

As a result of the inspection on 17 November 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made satisfactory progress in making improvements satisfactory progress in demonstrating a better capacity for sustained improvement.

Attainment at the end of Key Stage 2 improved in 2010 to be broadly average. This improvement is unlikely to have been maintained for the current Year 6, with the school's records and work in pupils' books showing pupils have made less progress than they should have in writing. These pupils have been taught by a temporary teacher for the majority of the year. Work in pupils' books since the new substantive deputy headteacher started has improved considerably. These pupils are now making much

better progress but this is unlikely to fully make up for previous underachievement in writing.

Achievement is improving in most parts of the school. Teachers have a more secure understanding of the expectations for different National Curriculum levels. Consequently, the performance data collected by the school is increasingly accurate and useful. Teachers know the skills and levels of individuals and groups, and they are beginning to use this information to inform their teaching. Teachers' plans consistently show how work in class will be matched to different learners needs. However, there is still some way to go in ensuring that work fully stretches the most able pupils.

The teaching of letter and number formation has improved. The speed and accuracy with which pupils record their ideas has increased. Pupils' work is increasingly legible and well presented.

Pupils are being given targets to improve their work but the impact of these varies throughout the school. In some classes, pupils know what their targets are and understand how they can demonstrate improvements in these in lessons. In most classes, pupils know that they have targets sheets in their books. However, too many do not know what these mean. In a small number of classes, it is clear that these target sheets are not routinely referred to by teachers or pupils and so have little practical use.

The quality of teaching is improving throughout the school. Several significant appointments have strengthened the existing teaching profile. However, there remain weaknesses in some teaching and, in weaker lessons, the behaviour of some pupils is poor. As a consequence, pupils do not enjoy these lessons as much as they should and the pace of learning slows.

The quality of provision in the Early Years Foundations Stage has improved considerably. Children are increasingly well engaged in a stimulating range of activities. The outdoor area has been developed so that different activities are available that encourage pupils to learn through play. Adults are becoming much more skilled at working with groups and individuals so that each child is well catered for and appropriately guided. Whole-class sessions are purposeful, as teachers and teaching assistants become more confident teaching early language development and number. The inspector spoke to several parents and carers who were very positive about the work the school does to involve them in supporting their children's development.

Leadership has strengthened. Subject leaders are monitoring their subject with increasing confidence and accuracy. Good support from the local authority has enabled these leaders to build a bank of strategies for monitoring and driving improvement, which they are using these well. The governing body has developed systems for monitoring the school's work. Its understanding of the school's current situation and its future priorities are clearer and based on accurate information that it has gathered. Senior leaders have a sound understanding of the school's strengths and where further improvement is needed. The recent appointment of a substantive deputy headteacher has increased the capacity of senior leadership although this is a very recent

appointment. The satisfactory progress made to date demonstrates the school's satisfactory capacity to continue improvements. While the school was graded satisfactory at the last inspection, it is clear that there were significant vulnerabilities. This is no longer the case. The headteacher has driven improvement with an increasingly focused determination. The local authority continues to provide effective support and challenge. They meet regularly with the headteacher and key members of the governing body to monitor progress and to plan any additional support needed. The headteacher has become increasingly confident in leading the school and now works without the additional support of an associate headteacher. Local authority reports show that the school has become much less reliant on external support. Inspection evidence supports this view.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Michael Sheridan  
**Her Majesty's Inspector**

## Annex

### The areas for improvement identified during the inspection which took place in November 2009

- Improve provision in the Early Years Foundation Stage by:
  - creating a stimulating environment that is rich with learning opportunities
  - developing the outdoor area and including this resource in daily planning
  - strengthening partnership with parents, especially through increasing parents' involvement in assessment and informing them of how to support learning at home
  - increasing staff awareness of best practice in the Early Years Foundation Stage through training and visits to other schools.
  
- Raise achievement by:
  - giving greater emphasis to the teaching of letter and number formation in the lower part of the school to ensure all pupils are able to make rapid progress in recording their ideas
  - making sure staff know how to use assessment information to best effect
  - ensuring teachers consistently match work to the prior attainment and learning needs of all pupils, especially to provide challenge for the most able
  - giving greater emphasis to pupils' literacy and numeracy targets and getting pupils to take greater responsibility for improving their work.
  
- Strengthen leadership and management by:
  - developing the role and skills of subject leaders
  - increasing the focus of senior leaders' monitoring to drive improvement continuously
  - ensuring governors regularly gather information for themselves so that they are fully informed about the school's strengths and weaknesses.