

The Welbourn Church of England Primary School

Inspection report

Unique reference number	120542
Local authority	Lincolnshire
Inspection number	380053
Inspection dates	19–20 January 2012
Lead inspector	Richard Marsden

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	The governing body
Chair	Sue Milton
Headteacher	Vicky Cook
Date of previous school inspection	13 January 2009
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Age group	4–11
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Introduction

Inspection team

Richard Marsden

Additional inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons taught by three teachers. He spoke with parents and carers, and held meetings with pupils, staff and representatives of the governing body. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and examined: safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 38 parents and carers, 10 staff and 58 pupils.

Information about the school

The school is smaller than the average-sized primary school. All pupils are White British with none of other heritage and none who speak English as an additional language. The proportion of pupils who have disabilities and those with special educational needs, including those with a statement of special educational needs, is similar to the national average. The proportion of pupils known to be eligible for free school meals is also in line with the national average. The proportion of pupils who join or leave the school at times other than the beginning of the Reception year or Year 1 is well above average. The school exceeds the government's current floor standards for academic performance.

There has been a change of headteacher since the last inspection. Pupils are taught in three mixed-age and mixed-ability classes and the school operates a breakfast club each morning. The school holds several awards, among them Artsmark Gold, International Schools Intermediate, and Activemark.

A private pre-school provision operates on the school site. This is not managed by the governing body and is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school where pupils achieve well. From starting points which are generally below expectations for their age, pupils make good and, in some cases, outstanding progress as they move up the school. By the end of Year 6, their attainment in reading, writing and mathematics is broadly average (National Curriculum Level 4).
- Good teaching in all classes ensures that pupils engage enthusiastically in their learning and are eager to work hard and make progress. Guidance given to pupils through marking is of high quality. It shows pupils very clearly how well they are doing and what they need to do next to improve.
- In the mixed-age and mixed-ability classes, teachers cater for the needs of individual pupils well. However, opportunities are underdeveloped to challenge pupils to attain higher standards in English and mathematics by Year 6, for example by use of computer technology to tailor work even more closely to their individual needs.
- Behaviour and safety are outstanding. Pupils' enjoy school and are very proud to belong to it. They are well known and valued as individuals, and the promotion of respect for themselves and other people is at the heart of all the school does. Attendance is consistently above average.
- The promotion of pupils' spiritual, moral, social and cultural development is outstanding. They respond exceptionally well to opportunities for thought and reflection. Despite the absence of pupils from other ethnic backgrounds, pupils are very well aware of the diversity of modern society, and the school prepares them exceptionally well to take their places in it.
- The headteacher and other leaders have a sharp insight into strengths and areas for development. They have been effective in bringing about improvements since the last inspection and show drive and ambition to improve further.

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What does the school need to do to improve further?

- Raise pupils' aspirations and accelerate their progress by increasing the level of challenge to pupils in all classes so that more of them attain National Curriculum Level 5 or higher in English and mathematics by the end of Year 6 in 2012.
- Strengthen, directly, the contribution of information and communication technology to pupils' learning by making more use of new technologies in lessons, to challenge and accelerate the progress of individuals who are at varying stages in their learning.

Main report

Achievement of pupils

The overwhelming majority of parents and carers believe that their children are making good progress, and inspection evidence supports this view. The small numbers in year groups make accurate evaluation of trends in achievement unreliable. However, evidence shows securely that individual pupils, whatever their starting points, make good and, occasionally, outstanding progress from the Early Years Foundation Stage onwards. A clear emphasis on the teaching of basic skills in the Reception Year means that, even though their starting points are generally below expectations for their age when they join, children make good progress in readiness to move into the main school. Pupils attain broadly average standards in English and mathematics by Year 6. A few are not challenged consistently to reach above-average standards.

There is little variation in the achievement of boys and girls. Disabled pupils and those with special educational needs make good progress from their starting points. Their progress is carefully tracked and they are supported well in lessons and in separate activities nearby. Pupils known to be eligible for free school meals also achieve well.

In lessons observed, pupils responded well to opportunities to work in small groups or pairs and to do 'hands-on' tasks rather than having to sit and listen to the teacher for long periods. They concentrated very well on their work and rose well to the challenges they were given. Changes in the teaching of reading have led to improvements in this area. More-able pupils in Years 2 and 6 read fluently and with good expression. They talk enthusiastically about what they enjoy reading and why. Lower-attaining pupils in these years also show a sound grasp of the principles of reading. They were able to show the inspector how they tackle unfamiliar words using 'blending' techniques. In mathematics lessons, pupils used technical vocabulary with ease, but opportunities were missed to challenge individuals to higher levels, for example, through the use of individual work on computers.

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Quality of teaching

Almost all parents and carers, and pupils themselves, say that the quality of teaching is good. During the inspection, the teaching was good in every lesson observed, reflecting pupils' good progress. Teachers use what they know about pupils' prior attainment to plan well to make sure that tasks are well matched to most pupils' needs. Curriculum topics, such as air and space travel and the solar system, used as a basis for work on distances and ratios, inspire both boys and girls and motivate them to learn. In the youngest class, the planning of Alice in Wonderland's tea party provided a context for practising counting, addition and subtraction. Costumes and props brought learning to life for these pupils and made it fun. Teachers' subject knowledge is good and their explanations and instructions are clear so that pupils can set about their own tasks purposefully and confidently. Teaching in the Reception Year includes a good balance of teacher-led tasks and those chosen by the children themselves, the latter helping to develop confidence and independence.

Teachers mark pupils' work conscientiously and provide high quality feedback. Their comments show pupils clearly how well they are doing and how to improve. Pupils say they find these comments very helpful in promoting their progress. Homework is used well to promote learning. However, the challenge put to pupils to achieve the higher levels in English and mathematics has not become consistent practice. For example, although they say they enjoy working on computers in school, no pupils were observed doing so during the inspection, and opportunities to provide individual challenge were, thus, missed.

The curriculum promotes the teaching of literacy and numeracy across subjects, not just in English and mathematics. Pupils' spiritual, moral, social and cultural development is very well promoted in lessons as well as at times such as assembly and church visits. When they are given opportunities to reflect, pupils make thoughtful and sensitive responses. They listen with keen interest and respect to the views of others. The school draws on many links with schools in other parts of the United Kingdom and overseas to ensure that pupils have first-hand interaction with their counterparts in different communities. This exposes them very effectively to the diversity of the world beyond their immediate community.

Behaviour and safety of pupils

'Pastoral care is excellent and the school has a family feel.' This comment was typical of many which were written on the parental questionnaires. Parents and carers and pupils themselves say that behaviour is outstanding and that pupils are very safe at this school, and inspection evidence supports this view. Pupils, as well as parents and carers, say that all types of bullying are unknown, but that if any did occur, they are confident that it would be appropriately managed. Excellent behaviour in lessons means that all pupils learn effectively. Pupils listen well to adults and to each other. They show an excellent understanding of how to keep themselves safe in a range of situations, including on the internet.

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Routines and expectations are made clear from the outset. Children in the Reception Year respond well to the warmth and encouragement shown by adults as they are introduced to the school's high expectations of conduct and clear routines. They develop social skills well, taking turns and helping with jobs such as clearing up, in a caring and nurturing environment. Older pupils are proud to take on jobs around the school. They also support younger ones, for example at lunch and playtimes or when out on visits. Pupils say their views are listened to, not only formally through the school council, but also informally. Relationships show high levels of mutual respect.

The school's team system fosters positive attitudes. Pupils show enthusiasm as they compete week by week to put their team's colours on the trophy. The school provides high levels of support for pupils whose circumstances make them potentially vulnerable. Inspectors found telling evidence of ways in which such support has enabled these pupils to behave well and make good progress in their learning so that their achievement is in line with that of other pupils.

Leadership and management

The headteacher and other leaders have successfully tackled the areas for improvement raised at the last inspection. For example, as a result of effective staff training, subject leaders take greater responsibility for monitoring the quality of teaching and pupils' progress is much more closely tracked so that any underachievement can be picked up and decisive action taken. The standard of pupils' reading has improved and there is now more robust challenge for more-able pupils although this has not yet had time to have the impact intended to ensure that those individual pupils who are capable consistently reach the higher levels. Staff are supportive of one another and enthusiastically take up opportunities to develop their skills for the benefit of the pupils. This strong track record indicates that the school has good capacity to improve and further raise pupils' achievement.

The governing body is exceptionally well informed and well organised. Its members are very closely involved in the life of the school, including serving on the senior leadership team. Members hold the school to account for its performance very effectively and are not afraid to offer robust challenge to the headteacher in order to shape the school's direction and secure the best for pupils.

The school provides a broad and balanced curriculum which meets the needs of all groups of pupils and enables them to make good progress. It promotes their spiritual, moral and social development exceptionally well. Despite the school's small size, there is a wide range of extra-curricular activities, which include such things as gardening, cookery and a film club as well as sport and music. Many activities are provided in partnership with other schools. Visits out of school and visitors, such as an author of children's books in the week of the inspection, inspire pupils, enliven their learning, and raise their aspirations. Residential visits for older pupils provide opportunities for team- and confidence-building activities in an adventurous environment. The breakfast club provides a purposeful start to the day for the small

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numbers who use it.

Leaders take great care to ensure that all pupils have equal opportunities. No pupils, including disabled pupils and those with special educational needs and those known to be eligible for free school meals are excluded from any activity. Leaders discharge their duties regarding the safety and safeguarding of children with great diligence. They keep this aspect under regular and rigorous review to ensure that all statutory requirements are met and that best practice prevails.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 January 2012

Dear Pupils

Inspection of Welbourn Church of England Primary School, Lincoln, LN5 0NH

Thank you for the welcome you gave me when I visited your school. It was a great pleasure to meet you, and, of course, to meet Buggy and your other animals. I came to find out what your school does well and how it might be improved. I listened to your views as well as those of the adults, and this is what I found.

- Yours is a good school. Your teachers look after you very well and keep you safe.
- You make good progress and by the end of Year 6, the standard of your work in reading, writing and mathematics is in line with the standard of work of pupils in most other schools.
- Your parents and carers are extremely pleased with your school.
- Your behaviour is outstanding. You are very thoughtful, polite and helpful.
- You enjoy your lessons and you concentrate really well in class.
- Your teachers mark your work regularly and show you clearly the steps you need to take to improve it.
- You enjoy lots of out-of-school activities.
- You have lots of contact with other schools so that you learn a lot from people who live in places beyond your village.

To make your school even better I have asked your teachers to help you to make better progress in English and mathematics, so that more of you reach standards which are above average in these subjects. I have also asked them to give you more opportunities to use computers in lessons so that you can work individually at a pace which is really challenging for you.

It was a great pleasure to visit your school. You can all help to make it even better by continuing to behave so well and by always trying your hardest.

Yours sincerely

Richard Marsden
Lead inspector

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