

# Welton Primary School

## Inspection report

---

<b>Unique Reference Number</b>	117868
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	358213
<b>Inspection dates</b>	16–17 February 2011
<b>Reporting inspector</b>	Christopher Keeler HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ruth Henry
<b>Headteacher</b>	Mrs Nikki Pidgeon
<b>Date of previous school inspection</b>	4 December 2007
<b>School address</b>	Elloughtonthorpe Way Welton Brough HU15 1TJ
<b>Telephone number</b>	01482 667222
<b>Fax number</b>	01482 666775
<b>Email address</b>	Welton.head.primary@eastriding.gov.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	16–17 February 2011
<b>Inspection number</b>	358213

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out one of Her Majesty's Inspectors and two additional inspectors. Eight teachers were observed over 13 lessons, including a learning walk. Inspectors held meetings with the headteacher, the chair of the governing body, staff, pupils and a representative of the local authority. They observed the school's work, and looked at a range of evidence, including the school's data about achievement and progress, the school improvement plan, curriculum planning, governing body minutes and questionnaires completed by staff, pupils and ninety-five parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The rate of progress demonstrated by all pupils in all groups in relation to their starting points.
- The relationship between the quality of teaching and progress.
- The development of writing throughout the school.
- The capacity of leaders and managers at all levels to sustain improvement.

## Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is well below the national average as is the number of pupils from ethnic minority backgrounds. The percentage of pupils who have special educational needs and/or disabilities, including those with statements, is below the national average. The school has achieved the Healthy School Award.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**1**

## Main findings

Welton Primary is a good school. It has made significant strides since the previous inspection. The quality of teaching and learning, achievement, curriculum and care, guidance and support have all improved well and this is why the capacity for sustained improvement is outstanding. The school provides good value for money. The reason why the quality of education is good is because the leadership and management of the school has successfully established a strong sense of team work and this together with the excellent direction given by the headteacher is driving improvement. Above all this is a reflective school that is always looking to improve and acknowledges that there are areas for development.

All pupils make good progress given their broadly average starting points and achieve well. By the time they leave the school for the next stage of their education, attainment in English and mathematics is above the national average. Pupils, particularly those in upper Key Stage 2, exhibit a growing sense of maturity and responsibility that is a direct consequence of the emphasis placed by the school on pupils' personal development. Pupils' behaviour is generally good and they display positive attitudes to learning and this is a contributory factor in making good progress.

The major reason why pupils are performing well is because of improvements to teaching and learning. Teachers have high expectations and lessons are well planned to meet the learning needs of all pupils. Well organised, stimulating learning environments which celebrate pupils' achievements help to make learning enjoyable. A significant positive feature of lessons is the way teachers provide opportunities for pupils to engage in their learning through talk. As a result, pupils develop very well as learners, demonstrating the facility to think critically and reflectively. They work well together and are very well motivated by the work provided. Teachers monitor pupils' progress well. However, on occasions, particularly in Key Stage 1, they are not picking up quickly enough on the rate at which pupils are acquiring writing skills and subsequently planning to meet those needs where further attention is required. Teaching assistants play an important role in enhancing pupils' progress by providing good quality support to groups and individuals. Pupils receive good quality feedback through marking that points out where improvements may be made. However, this is not always being transferred into simple short-term individual targets which pupils are able to consider consciously when undertaking future activities. This particularly applies to the writing tasks.

An excellent curriculum enables pupils to make the best of the learning opportunities on offer. It is extremely well balanced with an appropriate focus on pupils' personal development as well as subjects of the national curriculum. A good range of extra-curricular activities enables pupils to pursue personal goals as well as developing social and emotional skills. Excellent care, guidance and support mean that pupils are well cared

**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

for. Safeguarding procedures and processes are excellent and reviewed on a regular basis. As a result, pupils feel safe and secure and can concentrate on their learning.

Strong leadership ensures that the school is well placed to build on the improvements secured over the past four years. Leadership is effective at all levels. Middle leaders provide good support to the senior leadership team and have a good understanding of their role. The governing body provide effective support and challenge in equal measure and are developing good mechanisms to monitor the work of the school. The promotion of community cohesion beyond the school is limited. Pupils' knowledge and understanding of world religions is underdeveloped.

Partnerships with parents are good and the overwhelming majority of parents who completed the inspection questionnaires stated they are happy with their child's experience at this school.

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

- Build on the improvement in pupils writing, in order to raise attainment further, particularly by the end of Year 2, by:
  - developing teacher's skills in identifying pupils' learning needs quickly
  - linking areas for improvement identified in marking to clear short term targets.
- Develop pupil's knowledge and awareness of world religions.

**Outcomes for individuals and groups of pupils****2**

Pupils start school with skills that are broadly typical for their age. They make good progress in the Early Years Foundation Stage. Pupils make good overall progress as they move through the school. By the time pupils leave Year 6 their attainment is above average in English and mathematics. This represents good achievement. A detailed analysis of school held data, a scrutiny of pupils' work and their learning in lessons supports this good rate of progress. However, progress is not consistent in all subjects; pupils make particularly good progress in reading and mathematics but the progress in writing is not as quick in Key Stage 1. Pupils with special educational needs and/or disabilities make equally good progress.

Pupils exhibit good behaviour during lessons and when at play. They pay close attention to their teachers during lessons and are keen to learn. Pupils feel safe and are secure in the knowledge that adults are always there to turn to should they have any concerns. For example, bullying is rare but pupils know that if it occurred it would be dealt with swiftly and effectively. Attendance is above average because pupils enjoy school and are experiencing success in what they do. Pupils have a good understanding of what constitutes a healthy lifestyle are aware of what a 'balanced diet' means. They appreciate the importance of physical exercise and are keen to participate in sporting activities. Pupils are given responsibilities with many opportunities to contribute to the school community. They organise and run the school fruit shop, act as playground buddies and carry out a number of jobs that help the school run on a day-to-day basis. All tasks are carried out in a diligent and sensible manner. Pupils also engage with the wider community through participation in local festivals and environmental projects. The extent of pupils' spiritual, moral, social and cultural development is good. Pupils' good attainment together with

**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

good behaviour and positive attitudes to learning reflect the good extent to which they are acquiring skills that will enable them to contribute to their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching is good and contains some outstanding features. Lessons are conducted at a good pace; teachers plan well, demonstrate good subject knowledge and are adept at providing stimulating learning environments where expectations are high. Good relationships between adults and pupils underpin the positive working climate in all classrooms. A key feature is the way in which pupils are given opportunities to engage in their learning through discussion and reflection. Time to think prior to articulating a considered response enhances learning and accentuates the progress made by all pupils.

Teachers make good use of assessment to ensure that activities are well matched to pupils' learning needs. The progress of each pupil is monitored closely and any possible underachievement identified early. Well delivered intervention programmes ensue, which are well taught and highly organised. Teaching assistants make a significant contribution to pupils' learning. The ability of teachers to identify pupil's developmental points during lessons is generally good. However, sometimes pupils' learning needs in respect of writing are not always identified and acted on early enough, particularly in Key Stage 1. The quality of marking is good and on occasions outstanding. It is evaluative and informative

**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

with guidance for pupils as to how they may improve. However, the points for improvement are not always reflected in simple and clear individual pupil targets.

The outstanding curriculum is a strength of the school. The school provides a range of memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being. The focus on thinking skills across the school is providing pupils with opportunities to reflect and challenge their own views in a range of situations. This is supporting learning and promoting well-balanced individuals with a desire to learn. The high profile given to art and creativity is evident in an increasingly thematic approach to learning. Literacy, numeracy and information technology skills are very well embedded in the curriculum. Provision is very well targeted to meet the needs of all groups, including more-able pupils. Mixed-age creative lessons provide excellent opportunities for pupils to acquire skills while also developing personal attributes including the ability to demonstrate care and consideration to their peers. A good range of extra-curricular opportunities and visits to places of interest enhance and enrich the curriculum.

All adults, no matter what their role, know the pupils well and demonstrate a very high level of care. A key feature of the excellent care, guidance and support given to all pupils is the way in which carefully targeted support promotes personal development as well as academic progress. As a result, pupils are able to maximise the opportunities the school provides and this helps them to make good progress. Excellent links with external agencies are in place to secure effective support for pupils and this gives them the confidence to succeed.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher has an excellent understanding of the schools' strengths and areas requiring development. This is based on very accurate self-evaluation covering all areas of the schools' work. The school development plan provides a good vehicle for securing improvement. Senior leaders are focused on securing improvement both to provision and outcomes and work hard to achieve their goals. Leaders monitor teaching effectively and are quick to give support when and where necessary in order to maintain the quality of learning. This is why the quality of education has improved significantly since the previous inspection.

The senior leadership team has successfully established a very strong sense of team work. All staff are playing an important part in the school improvement process which is moving the school forward. Middle leaders have a good understanding of their role and monitor progress and provision well. The governing body provides good support and has

**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

established good mechanisms to monitor aspects of the school improvement plan. Links with other school and universities indicate the school is pro-active in seeking partnerships to improve teaching and learning, curriculum and aspects of leadership and management all of which are improving outcomes for pupils. Good systems are in place to communicate with parents and they are given good opportunities to visit school in order to experience what pupils have been learning. The school is effective in ensuring that there is equality of opportunity for all pupils. Where any gaps appear in performance, the school is swift to remedy the situation. The effectiveness of safeguarding procedures is outstanding. Staff are vigilant and trained in child protection procedures. Policies are constantly reviewed and amended and detailed risk assessment systems are in place. Senior leaders promote community cohesion within the school well on a number of levels. However, the school acknowledges that the promotion of community cohesion beyond the school is limited. One of the reasons identified by the school is pupils' lack of knowledge and understanding of world religions which when addressed will give them a clearer appreciation of the world in which they live.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When they enter the Nursery children's skills are broadly in line with expectations. Over the past few years the school became aware of a decline in children's starting skills in communication, language and literacy and this has become a focus of the provision. The quality of teaching in the Early Years Foundation Stage is good. A particular feature is the quality of adult talk and questioning, helping children to think and refine their thoughts. Children's progress is carefully monitored and activities are well planned to meet their learning needs. As a result, children make good progress and reach levels that are above those expected for their age. The decline in children's communication, language and



**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

literacy skills has been successfully addressed and these are now also above those typically found.

Staff work hard to provide a full range of exciting learning opportunities, both indoor and out. Children enjoy what is on offer and work with zest, enthusiasm and perseverance. However, deployment of adults is sometimes weighted towards teacher-led activities so that learning in independent activities does not always fulfil the possibilities they have been designed to achieve. The recently appointed Key Stage leader has achieved much in short space of time, further strengthening the partnership with parents, assessment procedures and the general organisation of provision. An excellent sense of team work and on-going dialogue between adults is emerging that is driving improvement. However, key practitioners do not always take opportunities to check how new ways are working out in practice in order to be well placed to amend them.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of parents that returned the questionnaires acknowledged that they are happy with their children's experience at this school. The very large majority also felt that their children enjoyed school, that good arrangements were in place to help them support their children's learning and that the school was well led and managed. Inspectors agree with this perception.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Welton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 222 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	55	43	45	0	0	0	0
The school keeps my child safe	63	66	31	33	0	0	0	0
My school informs me about my child's progress	39	41	51	54	3	3	0	0
My child is making enough progress at this school	41	43	45	47	8	8	0	0
The teaching is good at this school	48	51	41	43	3	3	0	0
The school helps me to support my child's learning	36	38	57	60	2	2	0	0
The school helps my child to have a healthy lifestyle	49	52	43	45	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	39	49	52	1	1	0	0
The school meets my child's particular needs	46	48	43	45	3	3	0	0
The school deals effectively with unacceptable behaviour	43	45	43	45	4	4	0	0
The school takes account of my suggestions and concerns	32	34	56	59	2	2	2	2
The school is led and managed effectively	43	45	46	48	4	4	1	1
Overall, I am happy with my child's experience at this school	49	52	42	44	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



18 February 2011

Dear Pupils

**Inspection of Welton Primary School, Brough, HU15 1TJ**

Thank you for making us so welcome when we came to inspect your school recently. We particularly enjoyed meeting and talking to you during lessons, in the playground and in especially arranged meetings. You were most helpful and courteous at all times.

I am writing to tell you what we found out. You and your parents told us that Welton Primary is a good school. You will be pleased to know that we agree with you. It is extremely well led by your headteacher and she is given very good support by teachers, teaching assistants and all the other adults that work at the school. You are taught well and that is why you are making good progress and achieving well. The arrangements for what you are to do and learn in school are outstanding and so is the way in which all the staff take care of you. You have a good understanding about what it means to keep safe and lead a healthy lifestyle and you behave well.

Your teachers and governing body are always considering how to make your school even better. I have asked the headteacher to improve your writing, particularly in Key Stage 1, by keeping a close watch on how you are doing and giving you targets that you can work on during writing activities. I have also asked that you are provided with further opportunities to learn about different world religions because you will need to know about these as you grow up.

Thank you again for your help.

Yours sincerely,

Christopher Keeler

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**