

Welldon Park Infant School

Inspection report

Unique Reference Number	102220
Local Authority	Harrow
Inspection number	355154
Inspection dates	19–20 May 2011
Reporting inspector	Susan Vale

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	257
Appropriate authority	The governing body
Chair	John Skipworth
Headteacher	Trisha Serby
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 16 lessons or parts of lessons and observed 10 teachers. Inspectors held meetings with governors, members of staff and pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress. In reaching their judgements, inspectors took into account the views of 132 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the impact of teaching on pupils' progress is good, particularly for more-able pupils and in mathematics.
- The quality of the school's monitoring and self-evaluation and the impact of action taken to drive school improvement.
- The impact of provision for pupils new to learning English and for those identified with special educational needs and/or disabilities.

Information about the school

Welldon Park changed from a first school to an infant school in September 2010. The school is home to the local authority's resource provision for speech and language impairment. Consequently there are currently 17 statemented children with specific linguistic and autistic needs and a number pending statements. There are high numbers of children who are new to learning English. Around 70% of the school population speak English as an additional language. The main languages spoken other than English are Tamil, Urdu and Somali. There is after-school provision held at the junior school but this is privately run and was not part of the inspection.

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

2

Main findings

Welldon Park Infant School is a good school where pupils achieve well. Attainment is broadly average which indicates good progress from the pupils' different starting points, including for those with special educational needs and/or disabilities and the large numbers who speak English as an additional language.

In the Early Years Foundation Stage, children make satisfactory progress from starting points that are generally below typical expectations but many do not reach the early learning goals by the time they start Year 1. Work is not planned sufficiently well to cater for individual children's needs and abilities and not enough importance is given to quickening progress. This means that pupils start Year 1 with below average skills in English and mathematics. Teachers in Years 1 and 2 concentrate on teaching the basic skills in order to support pupils in making good progress, but this is not to the detriment of a joy of learning. Older pupils have very positive attitudes to their lessons. This, along with mainly good teaching throughout Years 1 and 2, ensures that they make good progress and achieve well.

Pupils are attentive in lessons and work together well, for example, when solving problems in mathematics. In the outside areas and around the school, pupils play harmoniously together. Pupils comment that they feel safe. They play sensibly at break times with balls and hoops or on the new climbing frame and their awareness of healthy lifestyles is outstanding. Pupils make a good contribution to school life, by taking on additional responsibilities such as becoming a buddy and planning activities to raise money for those less fortunate than themselves. They are proud of their school and confident that adults will support them if any issue arises. Planning for different levels of ability within lessons is good. Those who need additional help are supported skilfully by adults and, as a result, they learn well alongside other pupils; this is particularly so for those pupils who attend the language resource provision and those who are new to learning English. Leadership and management are good overall. The caring ethos pervades the school and the welfare of the pupils, particularly those who are more vulnerable, is paramount in all that staff do. However, leaders' use of assessment lacks rigour, as does information gathering. Information gathered to assess pupils' knowledge and understanding, and to determine the impact that the good teaching is having on learning, lacks precision and it is not easily accessible. Monitoring of teaching and learning is undertaken regularly but over time monitoring has not been meticulous enough. Although the outcomes from the process are used to inform self-evaluation, they are not used effectively to secure continuous improvement in teaching and learning. The headteacher, with active support from the governing body and the local authority, has effectively reviewed the structure of monitoring and assessment. This review has resulted in the school overhauling its assessment systems. Newly implemented strategies, such as individual pupils' progress meetings, are in a short space of time starting to ensure that teachers' understanding of

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the progress pupils make is more accurate and precise. Staff are working well together as a team, and now share information regularly about individuals; this information is already used effectively in lessons to plan work for differing needs and abilities of pupils. This, together with generally accurate self-evaluation and a continuous drive for improvement, demonstrates the school's good capacity for sustained development.

What does the school need to do to improve further?

- Ensure that the monitoring of assessment, teaching and learning is robust and rigorous.
- Improve the organisation and collection of data and its use so that this information is easily accessible to all, and can be used constructively to raise pupils' attainment.
- Accelerate progress in the Early Years Foundation Stage through:
 - ensuring that assessment information is more rigorously used to challenge and move children on in their learning
 - planning activities that are matched more accurately to individual pupils' needs and abilities.

Outcomes for individuals and groups of pupils

2

Attainment is broadly average by the time pupils leave in Year 2. In Years 1 and 2 all pupils make good progress and achieve well. No individuals or groups of pupils significantly underachieve when compared with others. Therefore, the large numbers of pupils whose first language is not English, those known to be eligible for free school meals and looked after children progress at the same good rate as others. For some pupils with specific and complicated learning needs the rate of progress is slower but they achieve well against their previous starting points and individual needs. Pupils at Welldon Park enjoy their learning as seen in a good mathematics lesson in Year 2 when they were learning about Carroll diagrams. They spoke enthusiastically about what they were trying to achieve and how they were going to do it. Pupils' basic skills, including their computer skills, are satisfactory. They develop good interpersonal skills and work well together because much of the learning is practical and involves discussion. This prepares them well for the next stages in their education.

Strengths in pupils' awareness of the importance of a healthy diet and an active lifestyle are recognised by the school's Healthy Schools award. This excellent knowledge and understanding are extended to families in healthy cooking clubs and family learning. Pupils' behaviour is good, they say that they feel safe at school and they get on very well together. Pupils value their school: 'It is a good school' was a typical comment made to inspectors. The active school council discusses areas for improvement and 'Buddies' proudly don their high-visibility vests to support those who may be feeling lonely. The spiritual, moral, social and cultural development of pupils is good. They respect each other's views and opinions and are proud of each other's achievements, as seen when the whole school were watching an assembly led by one of the Reception classes. All engage well with each other within the school. Attendance is broadly average. The school makes contact with homes on the first day of absence, but despite encouraging regular attendance there are still a small number of persistent non-attendees and those who take holidays during term time.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching in Years 1 and 2 has improved over the last year so that the majority of lessons provide pupils with challenge and support and help them to make good progress. Other adults' support is well focused and makes a significant contribution to the progress pupils make, particularly for those with greater needs. Teachers explain clearly what is expected of pupils so that they know what they need to do to achieve. New assessment strategies have recently been introduced. Information from these assessments have resulted in staff having a greater understanding of the need to provide work for the different levels of ability within the class and to challenge pupils, particularly more-able pupils. That said, there is still some way to go in refining the information collected and in its use. Systems are still not robust enough to ensure that information is accessible to all, or to ensure that the information collated is shared among all staff to help to raise pupils' attainment still further.

The good curriculum ensures that pupils are actively involved in their learning. Appropriate emphasis is given to the acquisition and consolidation of key literacy and numeracy skills, but not to the detriment of the wider primary curriculum. For example, a creative arts morning held every Thursday enables pupils to experience drama, art and music from specialist teachers. Intervention programmes and one-to-one support for pupils needing extra support are proving effective and there is good provision for the significant number

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of pupils with special educational needs and/or disabilities. Pupils associated with the language resource benefit from high-quality care and staff know the pupils in their care very well. This helps them to make the good progress that they achieve.

A strength of the school is its commitment to the care and support of every pupil. The learning mentor and special educational needs coordinator make a significant contribution to the welfare of pupils. Staff ensure that vulnerable pupils in particular are well cared for and that barriers to learning are removed. Pupils are known as individuals and, as a result, careful attention is given to their personal needs. Good links with a range of professionals and external agencies ensure specialist expertise can be utilised when needed. Parents and carers express high levels of confidence in the school's ability to keep pupils safe.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision for the school's future which is shared effectively with staff. Following a local authority review in 2010 the school recognised the necessity to review its monitoring of teaching, learning and assessment. Consequently new systems were introduced to secure further improvement and these are now becoming established, although weaknesses remain. Senior leaders and managers monitor the progress and well-being of pupils accurately, and the quality of teaching and learning; however, there is a lack of rigour and robustness regarding the evidence collated. Data are not of good quality and not used effectively enough; while they are accurate they are not easily accessible to all and consequently this is an area for further improvement. The governing body is involved fully and systematically in evaluating the school. Relationships with staff are constructive and governors are challenging and highly supportive of the school in bringing about necessary improvements. The school's engagement with parents and carers is good, and many parents commented on how happy they are with the 'openness' of the school's approach and support given to them. Different partnerships make a strong contribution to the good progress that pupils make, in particular for those children identified with special educational needs and/or disabilities. Equality of opportunity is good; strategies such as the introduction of the 'Language of the month' to highlight and value the different communities within the school support this. Statutory requirements for safeguarding pupils are met. While there are good cohesive community links within the school and the local community there is still scope to develop a greater understanding of other communities both within the United Kingdom and globally.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children make satisfactory progress in the Early Years Foundation Stage. From starting points that are generally below typically expected levels, particularly in relation to their speech and language and personal, social and emotional development, children leave with skills that remain below average. They make the greatest improvement in developing their personal and social skills. Positive relationships ensure that children are cared for well. Healthy lifestyles are also promoted well. The curriculum is planned effectively to meet the early learning goals but on occasions lacks challenge to ensure more rapid progress in the children's learning. Assessment differs between classes in the Early Years Foundation Stage. Information gathered is not used well enough to plan activities which accurately match the individual needs of children to accelerate their progress. Children are happy and secure and enjoy the activities on offer.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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Views of parents and carers

There was an above-average response to the questionnaire with just over half the parents and carers responding. They are generally very happy with the school. The overwhelming majority of parents and carers believe that their children are safe and that the school helps them to keep healthy. A very large majority of parents responded positively to all the other statements. While a very few parents expressed some concerns, there was no common pattern to the views expressed. Few parents wrote to inspectors, but those who did were delighted with the atmosphere and the care shown to their children. 'My child is very happy at this school' is typical of such comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Welldon Park Infant 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 257 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	72	36	27	1	1	0	0
The school keeps my child safe	77	58	54	41	0	0	0	0
My school informs me about my child's progress	65	49	62	47	2	2	1	1
My child is making enough progress at this school	53	40	71	54	6	5	1	1
The teaching is good at this school	71	54	58	44	3	2	0	0
The school helps me to support my child's learning	69	52	61	46	1	1	1	1
The school helps my child to have a healthy lifestyle	54	41	72	55	3	2	1	1
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)	46	35	64	48	7	5	0	0
The school meets my child's particular needs	46	35	75	57	7	5	1	1
The school deals effectively with unacceptable behaviour	47	36	73	55	4	3	2	2
The school takes account of my suggestions and concerns	43	33	76	58	6	5	1	1
The school is led and managed effectively	44	33	75	57	3	2	1	1
Overall, I am happy with my child's experience at this school	68	52	60	45	3	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



20 May 2011

Dear Pupils

Inspection of Welldon Park Infant School, Harrow, HA2 8LT

Thank you for your help during the inspection of your school. We really enjoyed meeting you all and talking with some of you, and have taken what you said into account in writing this report. Your school is a good school. Here are some of the main findings from the report.

- In Years 1 and 2 you make good progress in both English and mathematics.
- Your good behaviour and attitudes to work are important in ensuring you make this good progress. We enjoyed seeing you so involved in your learning in lessons and so well behaved out at playtime and around the school.
- The teachers make sure you have lots of interesting and fun things to learn, and are good at teaching you. However we have asked them to make sure that they keep records of your progress more clearly and that information is shared between all the staff.
- We have also asked the school to look at how it can improve the progress children make in Reception and Nursery so that they make the same good progress that others make in Years 1 and 2.
- The school takes really good care of you and, as a result, you feel safe. You have a very good understanding of how to live a healthy and active life. We really like the fact that you share this with your family and carers so that they can come in to school and learn about healthy living as well.
- The school is a really happy place to be and you get on well with each other.
- All the adults in the school are working together to make the school better still. You can help by continuing to do your best, coming to school every day and joining in everything the school has to offer!

Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Sue Vale

Lead inspector

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