

# Welburn Hall School

## Inspection report

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<b>Unique Reference Number</b>	121766
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380312
<b>Inspection dates</b>	17–18 November 2011
<b>Reporting inspector</b>	Sara Morrissey HMI

This inspection of the school was carried out under section 5 of the Education Act 2005. The inspection of social care was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	8–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	43
<b>Of which number on roll in the sixth form</b>	14
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Pacey
<b>Headteacher</b>	Hazel Smith
<b>Date of previous school inspection</b>	07 July 2009
<b>School address</b>	Kirkbymoorside York YO62 7HQ
<b>Telephone number</b>	01751 431 218
<b>Fax number</b>	Not Applicable
<b>Email address</b>	admin@welburn-hall.n-yorks.sch.uk

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<b>Boarding provision</b>	Welburn Hall School
<b>Social care Unique Reference Number</b>	SC007943
<b>Social care inspector</b>	Helen Walker

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one social care inspector. Six lessons were observed and six teachers seen. Short visits were made to other lessons and to activities connected with the school's 'Children in Need' event on the second day of inspection. Meetings were held with groups of pupils across all key stages, staff and members of the governing body. Inspectors observed the school's work and boarding provision. Documentation was scrutinised including pupils' individual assessment folders and other progress information, school improvement planning, records of lesson observations, documentation relating to safeguarding procedures and responses to 16 parents' and carers' questionnaires as well as those from day pupils and boarders at the school.

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

- How effectively leaders set targets, track progress and ensure that all pupils make good progress.
- How well teachers use information about individual pupils to tailor teaching strategies to meet individual learning needs.
- The particular strengths in provision that support pupils' personal and academic development in preparation for their future lives.
- How effectively leaders and managers at all levels contribute to school self-review and planning for improvement.

## Information about the school

Welburn Hall is a residential special school that caters for pupils with a wide range of learning needs. These include: physical difficulties, moderate or severe learning difficulties, autistic spectrum conditions, sensory impairment, profound and multiple learning difficulties, speech and language difficulties and medical conditions. The age range for pupils in the main school is currently from eight to 16 years of age. All pupils have a statement of special educational needs and are admitted to the school at the request of the local authority. The school also attracts a small number of pupils from other authorities. Boarding provision is used on a flexible basis by approximately three quarters of pupils. The proportion of pupils who are known to be eligible for free school meals is low. Almost all pupils are of White British heritage.

Since the last inspection, there has been a period of transition in school leadership with the appointment of a new headteacher and changes to the governing body. The school has also been subject to reorganisation as part of the local authority's review of special education provision and is scheduled to become the area special school for the Ryedale area. As part of the first phase of this process, sixth-form provision has been restructured to develop a three-year college programme that will ensure continuity for pupils aged between 14 and 19 years old. Previously, most students joined the college unit from other providers. Since September 2011, pupils from the main school have been given automatic entry to the sixth form if that is their choice and the choice of their parents. Teaching arrangements have also been changed for pupils in the main school. Form tutors have taken over responsibility for teaching core subjects, including literacy and numeracy for part of each day.

**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

Pupils across all key stages achieve well during their time at Welburn Hall. This is because staff dismantle barriers to progress skilfully, enabling pupils to grow in confidence and take greater responsibility as learners. Consequently, pupils and sixth-form students make good progress and leave school with skills and qualifications that prepare them well for their future lives.

Within a short time of joining the school, warm working relationships are established between pupils and adults that are based on trust and mutual respect. The unique character of the accommodation for day pupils and boarders contributes to the calm and supportive atmosphere that permeates the school. Pupils thrive because of the good care and support they receive and the school's strong commitment to promoting equality of opportunity. Individual attendance rates are high and reflect pupils' enjoyment of school. Behaviour is good because expectations are communicated clearly and consistently, enabling pupils to manage their own behaviour more effectively.

The quality of teaching is good. In lessons, activities are tailored effectively to engage pupils' interest, using a good range of resources to support their learning. Detailed records of individual pupils' progress help to inform planning, especially at Key Stages 2 and 3. However, some variation remains between subjects in the use of assessment information to support the next steps in learning. Pupils enjoy the wide range of opportunities that are offered through a good curriculum that is adapted well to meet individual needs. In particular, pupils value the chance to participate in team events through the Special Schools Sports Partnership and physical education (PE). The headteacher has adopted a clear, strategic approach to curriculum development, in response to the increasingly complex nature of pupils' needs and the changes resulting from reorganisation. Plans to secure good progression across all key stages are in the early stages of implementation and it is, therefore, too soon to measure their impact on outcomes for pupils.

The headteacher has a strong vision for the school's future that seeks to 'support and encourage achievement and celebrate success'. She has a very good understanding of the school's strengths and weaknesses and has restructured staff roles and responsibilities to ensure that key priorities are tackled effectively. Subject leaders have generally adapted well to the changes in their role although their contribution to monitoring pupils' performance in their area of responsibility is at the early stages of development.

Effective leadership by the headteacher has ensured that the strengths identified at the last inspection have been sustained and built upon. The governing body is kept informed by regular updates from senior and middle leaders and holds the school rigorously to account for its performance. New curriculum initiatives are becoming embedded and are already beginning to have an impact. Staff teams responsible for the education and care of pupils throughout the school work together effectively to improve pupils' experience at school. Consequently, the school demonstrates good capacity to improve further.

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

- Increase the impact of the curriculum on outcomes for all pupils by:
  - embedding curriculum developments to secure good progression across all key stages
  - ensuring consistency in the use of assessment information to support learning across all subjects
  - developing the role of subject leaders in monitoring and evaluating pupils' performance in their area of responsibility to inform future planning.
  
- Ensure all national minimum standards are met.

## Outcomes for individuals and groups of pupils

2
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Pupils achieve well in both their academic and personal development during their time at Welburn Hall because of personalised programmes that are tailored effectively to meet their individual needs. Pupils' attainment on entry to school is low, reflecting a broad range of complex, special educational needs and/or disabilities. However, by the end of Key Stage 4, pupils have developed a broad range of life skills and attained at least one externally-accredited qualification, for example, in literacy and numeracy.

In lessons, learning proceeds briskly where teachers and additional adults engage pupils in activities that capture their interest and encourage independence. For example, in a Key Stage 3 English lesson, pupils made good progress in writing their own account of a recent visit to the National Railway Museum at York. Individually-produced story boards of the day's events acted as a helpful prompt for discussion between pupils and adults during the writing task. Pupils took pride in their work and enjoyed reading their accounts out aloud. In the best lessons, pupils are given time to reflect on what they have learnt and think about how they might improve. Occasionally, the pace of learning slows because activities are not linked directly to the intended learning outcomes. At times, adults step in too quickly to assist pupils with their work which limits opportunities for them to take responsibility for their own learning.

Pupils feel safe and generally get on well together. They enjoy social occasions, such as having lunch together, during which they are supportive and understanding of each other's needs. Pupils respond positively to the agreed codes for behaviour if an

incident occurs. They are very confident that the headteacher and other staff will sort out any problems, should they arise.

Pupils learn about the importance of keeping healthy, particularly through physical education and food technology lessons. Pupils' spiritual, moral and social development is promoted well by the broad range of experiences provided through the curriculum, although opportunities for learning about different cultures are less well-developed. Pupils are prepared well for their future lives because of the school's relentless focus on building confidence and self-esteem through group projects within the school and wider community. For example, pupils across all key stages planned activities for the well-attended Children in Need coffee morning to which families and members of the local community were invited. Pupils make a good contribution to the life of the school and are confident that they are able to influence decisions through the student council, such as making improvements to dinner menus. A good focus on developing pupils' basic skills, for example in literacy and numeracy, has been enhanced as a result of the recent changes to teaching arrangements.

*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>	4
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>2</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Good teaching is characterised by effective planning that incorporates a variety of practical tasks to engage and challenge pupils. For example, in a PE lesson, Key Stage 4 pupils gained confidence rapidly as they practised and improved their trampolining skills. Teachers' clear explanations and good use of imaginative resources enable pupils to embark on tasks with limited assistance. Effective questioning encourages pupils to solve problems and helps teachers to assess their progress towards learning goals. Where teaching is less effective, activities lack focus and do not always provide sufficient challenge for all pupils.

The curriculum is adapted well to meet pupils' needs and is enriched by an increasing number of links with external providers, including local mainstream schools. Strong emphasis is placed on promoting pupils' social, emotional and physical development

<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

which contributes well to pupils' self-esteem and confidence. A broad range of extra-curricular activities after school are popular with both day-pupils and boarders. Recent changes to teaching arrangements are beginning to strengthen cross-curricular links in literacy and numeracy as well as providing opportunities to strengthen the transition between different key stages.

High levels of care reflect the strong staff commitment to ensuring that pupils' needs are met from the moment they join the school. Established links with external agencies support pupils' individual needs very well. Form tutors are still familiarising themselves with their new roles as class teachers but feel confident that their understanding of pupils' changing needs has improved. Consequently, their role in providing individual guidance and support is strengthening.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher provides clear direction and has enabled leaders at all levels to reflect on well-established systems and structures to increase their focus on priorities for improvement. Her high expectations have ensured that good teaching and learning have been sustained since the last inspection. A tailored programme of professional development has also been implemented to support recent curriculum developments across all key stages. Subject leaders are beginning to monitor the quality of provision in their subjects across different key stages. However, their role in monitoring pupils' performance is in the early stages of development.

The governing body takes an active interest in the work of the school and has established links with different aspects of the school's work. This includes a hotline for pupils to contact a nominated governor if any concerns should arise. The governing body possesses a good range of skills and expertise that enables it to hold leaders rigorously to account for the school's performance. In addition, governors undertake regular reviews to ensure that good procedures for safeguarding pupils are updated in response to changing needs.

Staff teams are highly committed to unlocking pupils' potential and creating an environment where they can succeed. They demonstrate a strong commitment to promoting equality of opportunity and tackling any discrimination, should it arise. This is reflected in strategic decisions taken, following the reorganisation of the special school, to provide continuity and progression for pupils and students aged 14 to 19 years old. Good links with parents and carers and the wider community are being strengthened through improvements in communications and increased opportunities for visits to the school, for example to after-school clubs. Events to celebrate the school's sixtieth anniversary in 2011 provide a good example of the school's commitment to promoting community cohesion both within school and the wider community.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Sixth form**

The sixth form is led well and changes resulting from recent reorganisation are being managed effectively to ensure that good outcomes are sustained for college students. A comprehensive induction programme enables students to settle quickly into the college and build good relationships with each other and adults. Students report that they enjoy the wide range of experiences provided through the curriculum that increase their independence and prepare them for the future. For example, Year 12 students make regular visits to the walled garden at Helmsley as part of their horticulture course and Year 13 students have planned and costed a residential group visit to Hull. Students also participate in a variety of enterprise and fund-raising activities that enable them to develop important life skills. For some students, the opportunity to live independently in the college flats provides valuable experience in taking responsibility for their own health, safety and well-being. Students grow in confidence and self-esteem during their time at the college, gaining externally-accredited qualifications in a range of subjects that include literacy, numeracy, horticulture and catering. On leaving the college, all students move on to further training, education or employment.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth Form</b>	<b>2</b>
Taking into account: Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

**Boarding provision**

The overall effectiveness of the school's residential provision is good. Pupils' individual needs are met well. Equality and diversity are promoted effectively throughout the school and residential provision. The residential experience enhances all aspects of pupils' social and personal development. Pupils' safety is given a high priority and staff understand the need to promote young people's welfare. Pupils benefit from a varied, interesting and enjoyable programme of activities and events



which support their interests and learning. A considerable strength of the school is the support for pupils to learn and develop their social and life skills, in particular, their skills for independence. Links between the care and teaching staff are good and continue to develop through the commitment and enthusiasm of staff. Residential pupils, staff, parents and external agencies report consistently that their experiences of the provision are positive.

The outcomes for residential pupils are good. Residential pupils say they enjoy their stay at the school. Pupils learn a range of independence skills appropriate to their individual needs such as routine domestic tasks. Relationships between staff and residential pupils are caring, respectful and relaxed. Pupils show considerable care and respect for each other. Staff are very attentive and responsive to the pupils' needs. Residential pupils are actively involved in keeping themselves fit and lead a healthy lifestyle. Visiting health professionals such as the school nurse, support the health needs of pupils. Health agencies consider that care staff are highly skilled to respond to first aid emergencies with excellent outcomes. Residential pupils are consulted about all aspects of the provision. Their wishes and preferences shape the menus, outings, celebrations and activities in the provision. Residential pupils also know their views are valued and make a difference, for example in changes to the décor and decoration in their bedrooms.

The quality of residential provision and care is good. Residential pupils' personal and social well-being is significantly promoted in the school. Pupils have an informative initial residential assessment. However, not all residential pupils have a placement plan about their care in the residential provision to inform staff about their changing needs. Additionally, staff response to residential pupils' inappropriate behaviour is not always consistent. The home-to-school coordinator provides a good point of contact between parents, school and the residential provision. Improved communication between care and school staff supports continuity of care and outcomes for pupils. Pupils participate in a wide range of out-of-school activities, for example, craftwork, cookery club and off-site shopping experiences. The clubs are run by enthusiastic staff that make learning a fun activity for all pupils. Pupils are offered varied and nutritional meals and have ready access to healthy snacks. Pupils comment about the quality of food. This has led to on-going improvements in meals at the school. The residential facility is comfortable and homely with a programme of refurbishment. Refurbishment and decoration in some parts of the residence make it pleasant, bright and welcoming for the pupils.

The safety of residential pupils is good. There are effective safeguarding arrangements and staff understand their role to protect pupils from harm. This practice means staff put pupils' welfare first. Robust recruitment and employment practice ensures that only suitably-checked people work with pupils. Pupils say staff look after them very well and they feel safe and secure at the school. This is supported by comments from parents and carers. Pupils easily name a number of adults they would approach with any concerns. Partnership-working and good communication between parents, care and school staff, promote pupils' good behaviour well. Pupils are clear about the rewards systems and good behaviour is recognised. Residential pupils benefit from good health and safety arrangements at the school and are taught to keep themselves safe. Risk assessments support pupils to participate safely in activities in and outside of the school and residence, including

personal safety. Pupils say that bullying is not an issue in the school but there may be times of disagreement. Pupils consider staff deal with these episodes quickly and effectively.

The leadership and management of the residential provision are good. Staff feel well-supported in their work by managers. However, formal supervision at regular intervals is inconsistent, in particular for the head of care. This means that work practice and the areas for development are not reviewed regularly to improve pupils' outcomes. Residential pupils benefit from sufficient staff on duty who understand their diverse needs. The appointment of a number of new staff has brought about consistency of care for pupils. Staff are well-trained, enthusiastic and motivated in their work. Residential pupils say they really like the residential provision and the staff. The governors take an active and keen monitoring role at the school to ensure the safety, welfare and learning opportunities of all pupils. The process for dealing with complaints is clear and made known to pupils. The majority of recommendations from the previous inspection has been met and benefit the well-being of residential pupils. For example, staff now receive regular training relating to physical intervention and managers monitor relevant records. Still outstanding is the recommendation for staff to receive regular supervision.

## **National Minimum Standards (NMS) to be met to improve social care**

- All staff have access to support and advice for their role. They also have regular supervision and formal annual appraisal of their performance. (NMS 19.6)
- The school produces a written placement plan, agreed as far as is practicable with the child, the child's parents/carers and any placing authority for the child, unless the information is held elsewhere such as in the child's statement of special educational needs. The placement plan identifies the needs of that child that the school should meet and specifies how the school will care for the child and promote the welfare on a day-to-day basis. Where significant changes are made to the placement plan there is appropriate consultation. Where applicable, the plan is consistent with the care plan of the placing authority for any child placed by a local authority. The placement plan is regularly reviewed and amended as necessary to reflect significant changes in the child's needs or progress in his or her development. Where feasible, children in the school are aware of the content of their placement plans, and confirm that the school is providing care for them that is consistent with the plans. (NMS 20.1)

*These are the grades for the boarding provision*

<b>The effectiveness of the boarding experience</b>	<b>2</b>
<b>Outcomes for boarding pupils</b>	<b>2</b>
The quality of boarding provision and care	2
The boarding pupils' safety	2
Leadership and management of the boarding provision	2

## **Views of parents and carers**

Parents and carers who responded to the questionnaire were overwhelmingly positive about their child's experience at the school. Their comments reflect inspectors' views about the positive way in which staff provide support for individuals to overcome individual barriers to learning. Consequently, pupils make good progress, particularly in their personal, social and emotional development. Inspectors also found that leaders have actively sought to improve the quality and types of communication with parents and carers, including the re-launch of the school website which provides a good range of information about provision and events taking place.

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

Ofsted invited all the registered parents and carers of pupils registered at Welburn Hall 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 inspector received 16 completed questionnaires by the end of the on-site inspection. In total, there are 43 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	88	2	13	0	0	0	0
The school keeps my child safe	15	94	1	6	0	0	0	0
The school informs me about my child's progress	14	88	2	13	0	0	0	0
My child is making enough progress at this school	12	75	3	19	0	0	0	0
The teaching is good at this school	15	94	1	6	0	0	0	0
The school helps me to support my child's learning	12	75	3	19	0	0	0	0
The school helps my child to have a healthy lifestyle	16	100	0	0	0	0	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)	13	81	3	19	0	0	0	0
The school meets my child's particular needs	14	88	2	13	0	0	0	0
The school deals effectively with unacceptable behaviour	14	88	2	13	0	0	0	0
The school takes account of my suggestions and concerns	10	63	4	25	0	0	1	6
The school is led and managed effectively	14	88	2	13	0	0	0	0
Overall, I am happy with my child's experience at this school	15	94	1	6	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 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"><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.**



21 November 2011

Dear Pupils

### **Inspection of Welburn Hall School, York, YO62 7HQ**

Thank you very much for the welcome you gave us during the recent inspection at Welburn Hall. I would particularly like to thank those of you who took the time to show me examples of your work and I know that Mrs Walker enjoyed the chance to meet with those of you who are boarding at the school. Many of you told us how much you enjoy being at Welburn Hall and this is the reason why your attendance is so high. Well done!

We have found that Welburn Hall is a good school and these are the main reasons why.

- Your teachers and other adults know you very well and make sure you are well cared for.
- Your behaviour is good and you feel that you are supported well if any problem arises.
- Your lessons are planned carefully to help you make good progress in subjects such as English and mathematics.
- You enjoy taking part in many different extra activities such as riding, swimming and visits to interesting places.

To help the school improve further, I have asked Mrs Smith to work with staff to:

- ensure that the different ways in which you are taught different subjects enable you to make the best progress possible as you move through the school
- check that, when you are boarding, arrangements used by staff to support you if there is a problem are managed consistently.

I know how proud you are of your school and am sure that you will want to work together with the staff to help it improve further.

With all good wishes.

Yours sincerely

Sara Morrissey  
Her Majesty's Inspector

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