

Welland Primary School

Inspection report

Unique reference number	116744
Local authority	Worcestershire
Inspection number	379293
Inspection dates	26–27 June 2012
Lead inspector	David Shears

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Peter Saunders
Headteacher	Rachael Huff
Date of previous school inspection	12 February 2009
School address	Marlbank Road Welland Malvern WR13 6NE
Telephone number	01684 310246
Fax number	01684 310246
Email address	office@wellandprimary.worcs.sch.uk

Age group	4–11
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Introduction

Inspection team

David Shears

Additional Inspector

This inspection was carried out with two days' notice. The inspector visited seven lessons taught by five different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. He observed the school's work, and looked at policies, planning documents, assessment data and pupils' work. He analysed the questionnaires returned by 76 parents and carers.

Information about the school

Welland Primary is smaller than the average-sized primary school. The overwhelming majority of pupils are from White British backgrounds. The proportion of disabled pupils and those who have special educational needs is lower than the national average, although the proportion who are at 'school action plus' or have a statement of special educational needs is higher than the national average. The proportion of pupils known to be eligible for free school meals is lower than the national average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The on-site breakfast club and after-school care facility are both managed by the school and were included in 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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. It is not yet good because its leaders have not ironed out inconsistencies in the quality of teaching in Key Stage 2, which means that pupils' achievement is no better than satisfactory in English and mathematics. However, there are signs of improvement this year, particularly in reading. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' attainment varies due to small year groups. They make good progress in the Early Years Foundation Stage and in Years 1 and 2. In Years 3 to 6 progress is more variable. Current attainment at the end of Year 6 is above average, representing satisfactory achievement at Key Stage 2.
- Teaching is satisfactory overall. Where the teaching in lessons is good, teachers plan creative activities to develop pupils' thinking skills and help them make good progress. However, in some lessons, groups of pupils are not consistently challenged in their learning. Pupils' improved reading skills are not applied successfully enough in their writing. The practising of core skills in writing and mathematics is not planned consistently well across the school. Marking includes positive comments to encourage pupils, but it does not always clearly indicate the next steps in their learning and pupils are not given enough time to respond to it.
- Behaviour and safety are good. Pupils behave well in lessons and around the school. They have good attitudes to their learning and work well together.
- The leadership of teaching and management of performance are satisfactory. Leaders promote pupils' well-being and personal development effectively. However, their analysis of the progress made by different groups of pupils is not rigorous enough to identify accurately how well the school is improving, and their monitoring of teaching is not always sufficiently focused on the school's main priorities or the impact on learning.

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What does the school need to do to improve further?

- Increase the progress of pupils through improving the quality of teaching so that both are consistently good or better, particularly at Key Stage 2, by ensuring that:
 - lesson activities fully meet pupils' learning needs by challenging pupils of all abilities
 - skills learnt in reading are consistently applied in writing
 - marking consistently and clearly indicates the next steps in pupils' learning, particularly in mathematics, and they have regular opportunities to respond to comments in both literacy and mathematics.
- Ensure that there are more planned opportunities for pupils to practise their writing and mathematical skills across the curriculum.
- Improve the effectiveness of leaders and managers by ensuring that:
 - assessment data are analysed more rigorously to determine the progress of different groups of pupils, including disabled pupils and those who have special educational needs, and the results are used to drive further improvement
 - the monitoring of teaching clearly focuses on the school's main priorities and the progress of pupils in lessons, and gives teachers clear areas for development that are followed through.

Main report

Achievement of pupils

Children begin school with skills and knowledge that are generally in line with age-related expectations. They make good progress in the Early Years Foundation Stage because teaching is meeting their needs well. For example, in one lesson children were exploring telling the time using 'o'clock' and 'half-past'. The less-able children were supported well by adult helpers and the more-able pupils had the opportunity to independently explore 'quarter past'. Progress is also good in Key Stage 1, where high expectations of what all pupils should achieve in lessons have a positive impact on their learning. For example, pupils writing poems were remembering to include particular aspects such as starting each line with a capital letter while the teacher was extending the more-able pupils further. Less-able pupils were supported well by a teaching assistant.

The progress made by pupils in Key Stage 2 is less consistent, because it is not always clear what the expectations are for pupils at each ability level. For example, in a lesson about writing adventure stories all pupils were answering similar questions about a given story. However, it was not clear to groups of pupils what

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they would need to do to be successful in their learning. Due to the focus on reading, pupils' attainment has risen so that it is now above the national average at the end of both Year 2 and Year 6. Overall attainment at the end of Year 6 is above the national average, representing satisfactory achievement at Key Stage 2.

The progress of disabled pupils and those who have special educational needs is variable across the school. Some make good progress, but work is not always targeted well enough in lessons to meet their specific needs. A school focus on improving support for the most-able pupils has resulted in this group making good progress.

The very large majority of parents and carers who responded to the questionnaire felt that their children were making good progress. The inspection found that while pupils are making good progress in the Early Years Foundation Stage and Key Stage 1, their progress in Key Stage 2 is variable and is satisfactory overall.

Quality of teaching

Positive relationships are clearly evident in every class. Pupils are keen to learn because teachers plan interesting and creative lessons that engage them. Teachers display secure subject knowledge and use information and communication technology well to support learning. Teaching assistants are effectively deployed to support groups of pupils, including disabled pupils and those who have special educational needs. However, this support is not always closely matched to their specific learning needs. Pupils know what they are going to learn, although in some lessons it is not always clear what different groups of pupils need to achieve to make good progress. Consequently not all pupils are fully challenged in their learning. For example, in one lesson provision was effective for both less-able and more-able pupils, but was less effective for pupils of average ability. Teachers meet with pupils to discuss their targets each term. Marking gives positive comments although pupils are not always told how to improve their work, particularly in mathematics, and there is little evidence of pupils responding to the marking in both literacy and mathematics.

The school has improved reading skills through good teaching of phonics (the sounds that letters make), particularly in the Early Years Foundation Stage and Key Stage 1. In one lesson children were challenged to find words with the sound 'I' and exploring how different letters can represent the same sound. The school has plans to extend this into Key Stage 2. While pupils are learning these sounds well they are not yet being successfully applied in their writing to ensure accurate spelling.

Pupils sometimes use their writing and mathematical skills in other subjects, but such opportunities are not yet embedded across the school. A range of enrichment activities encapsulated in topics in lessons and clubs engage and enthuse pupils. They enjoy researching information and presenting it in different ways, including using information and communication technology. There is a positive emphasis on the promotion of pupils' spiritual, moral, social and cultural development. For

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example, in one lesson both the teacher and the teaching assistant were vigilant in spotting pupils showing consideration for others, and brought this to the attention of the class. Pupils at Key Stage 2 visit a Buddhist temple and have e-mail contact with a school in Slovakia. In Year 6 they experience a variety of cultures when visiting London for their residential visit.

Most parents and carers who responded to the questionnaire feel that their children are taught well and the same proportion of pupils agree. The inspection found that, while there is some good teaching and it is improving, it is inconsistent, particularly in Key Stage 2.

Behaviour and safety of pupils

Pupils behave well in lessons and have positive attitudes. They make a good contribution to learning by listening attentively and working well together. Pupils enjoy playing together, and the few pupils who find behaving well to be a challenge are supported well through special groups that explore how they can manage their behaviour more successfully. Consequently pupils with behavioural, emotional and social difficulties make good progress in their personal development so that they are becoming more confident and growing in self-esteem. Both the breakfast club and the after-school care provision are well managed and pupils enjoy talking, eating and playing together, enhancing their social development.

Pupils say they feel safe, both in classrooms and around the school. They have a good knowledge of different types of bullying including cyber, physical and verbal bullying. Pupils say that bullying is rare and that any issues that do arise are successfully addressed. Through the curriculum they have a good understanding of how to keep themselves safe, including road safety, e-safety and stranger danger.

Attendance is broadly average, although it has improved this year. The school has worked closely with parents and carers of pupils with poorer attendance and this has resulted in the proportion of pupils being persistently absent falling rapidly so that it has been largely eradicated. Similarly, the number of pupils who are late for school is reducing.

Most parents and carers who responded to the questionnaire feel that pupils behave well, and the same proportion of pupils agree. As a result, all parents and carers who responded to the questionnaire feel that their children are safe and well looked after.

Leadership and management

Leaders know the strengths of the school and the areas for improvement, and their success in tackling some of these areas demonstrates their capacity for further improvement. For example, the focused teaching of phonics has had a good impact on progress in reading, which is now consistently good throughout the school. A particular focus on providing challenge for the most-able pupils, both in lessons and through extra activities, has resulted in these pupils making good progress. The rate

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of persistent absence and lateness has rapidly reduced.

Leaders' lesson observations inform appropriate professional development and performance management for staff, although they are not sufficiently focused on the main development priorities of the school. Also, the identified areas for development are not rigorously recorded, making it difficult to be sure that improvements have been made. The governing body supports the school well and challenges its performance appropriately, but its analysis of data is not always sufficiently well focused to be effective in highlighting weaknesses.

The school actively tackles discrimination and promotes equality of opportunity appropriately. Parents and carers particularly appreciate the quality of support given to pupils with particular needs and their families. Staff hold regular meetings to discuss individual pupils' progress and identify those at risk of underachievement, and these lead to a suitable range of intervention strategies. However, they do not rigorously analyse the progress of different groups, such as disabled pupils and those who have special educational needs, and this is preventing the school from having a clear overview of the effectiveness or impact of provision for different groups.

A particular strength in leadership and management lies in the effective pastoral support for pupils, which results in a nurturing, caring environment. The promotion of pupils' spiritual, moral, social and cultural development is good. For example, in assembly the headteacher explored 'determination' through the story of Mother Teresa and pupils reflected and prayed about how they could be determined to help others. Safeguarding policies and procedures meet current statutory requirements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



28 June 2012

Dear Pupils

Inspection of Welland Primary School, Malvern, WR13 6NE

Thank you for the welcome that I received when I visited your school recently. It was lovely to meet you all and find out about your school. You told me how much you enjoyed learning because teachers 'make it fun'. You certainly have a wide choice of school clubs to attend. You also said that you felt safe in school and I was pleased to hear you talk knowledgeably about how you can keep yourselves safe.

I was very impressed with your behaviour and it is good to hear that when there are difficulties, you are fully confident that adults around you are able to resolve them.

Your school gives you a satisfactory education. The younger pupils are making good progress, but not all of the older pupils do. However, it is good to see that this is improving. To make sure that you all make good progress in every class, I have asked the governors, headteacher and teachers to make sure that:

- you all receive work that is just right for you – not too difficult, but challenging enough to make you all think hard
- you regularly practise your writing and mathematical skills in different subjects
- teachers tell you in marking how to improve your work, and always give you opportunities to respond
- the headteacher and staff in charge of different subjects regularly check that you are making good progress in lessons.

You can help by remembering to use the skills you have learnt in literacy and numeracy every time you write or use mathematics in other subjects.

Thank you again for looking after me so well.

Yours sincerely

David Shears
Lead inspector

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