

Welbourne Primary School

Goodwin Walk, Werrington, Peterborough, PE4 6NR

Inspection dates

26–27 September 2012

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|--------------------------------|----------------------|----------------------|---|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The progress learners make in a wide range of subjects is not consistently good.
- The progress made by pupils eligible for the pupil premium is not fast enough.
- The quality of teaching varies too much across year groups, with not enough being good or better; teaching in Reception is not, currently, good.
- Teachers have not been trained well enough to use information on pupils' attainment and progress to plan learning at the right level for each pupil.
- Activities given to pupils who can learn quickly are not always demanding enough.
- Marking does not always clearly state how work could be improved.
- Senior leaders have not focused enough on checking on the quality of teaching so they can improve it.
- Middle leaders are unclear about improvement priorities to have the necessary impact on achieving them.
- The governors have not found out what differences there are in the progress of different groups of pupils and so cannot take the action needed to require its improvement.

The school has the following strengths.

- Pupils make expected progress in reading because they are taught from a young age to sound out words.
- Teachers have improved the quality of writing in Years 5 and 6 by giving pupils better opportunities to practise writing skills.
- Pupils make expected progress in mathematics and attain standards similar to those of most pupils in this country.
- Pupils' behaviour has improved a lot, because teachers have high expectations of how pupils should care for each other.
- Pupils enjoy coming to school, come regularly and have a positive view of it.
- The school has good equipment to help learning; the carefully maintained classrooms and playground areas encourage learning.
- Adults who help disabled pupils and those who have special educational needs give them good support so they achieve well.
- The specially resourced provision for pupils with special educational needs for autistic spectrum disorder gives them good support and they make good progress.

Information about this inspection

- Inspectors observed 22 lessons, covering all ages of pupils taught in the school.
- Inspectors met with leaders and managers, teaching staff, support staff and pupils from all year groups.
- Parents gave their views through informal discussion and using the online Parent View survey, from which five responses were received.
- Work recorded in pupils' books from September 2012 and the preceding school year was analysed.
- School policies, development plans and self-evaluation reports were reviewed.

Inspection team

Andrew Read, Lead inspector

Additional inspector

Marian Driver

Additional inspector

Full report

Information about this school

- The school is smaller than the average primary school. Over the last two years the school has grown by over one third, due to new arrivals.
- The school has an above-average level of pupil mobility compared to other schools nationally.
- The school has recently experienced significant turnover of staff. About 40% of teaching staff are new in post.
- The school has specially resourced provision for pupils with special educational needs for autistic spectrum disorder. Four learners attend this unit, which supports them during school hours.
- A slightly below-average proportion of pupils speak English as an additional language.
- The proportion of pupils of minority ethnic heritage is below average.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of pupils supported by school action is below average, but the proportion supported through school action plus or with a statement of special educational needs is higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make all teaching good or better to accelerate pupils' progress and raise their achievement by:
 - senior and middle leaders undertaking regular and rigorous monitoring of teaching and scrutiny of pupils' work, eradicating inconsistencies in quality across year groups
 - ensuring that all pupils have teaching tailored to their learning needs, particularly pupils known to be eligible for the pupil premium and more able pupils
 - ensuring that existing good practice in teaching and learning is shared across the school
 - improving the quality of teaching in Reception.
- Ensure that assessment processes are rigorous, consistent and used to inform planning of learning by:
 - making sure that all teachers are able to assess pupils' work accurately, record outcomes on a central system, and analyse the resulting data for patterns of underachievement
 - undertaking internal and external moderation of all assessments made
 - evaluating the impact of assessment processes on improved outcomes, including the usefulness of marking.
- Strengthen the contribution of subject and key stage leaders by:
 - ensuring that all new appointments are fully informed of the school's development priorities
 - making sure that middle leaders and managers are engaged in the formulation of whole-school development plans.
- Ensure that the governing body adequately challenges the senior leadership team by:
 - ensuring that, in addition to headline performance figures, the progress and achievement of each year group, key stage and groups of pupils are closely monitored so that leaders can be called to account for the school's performance
 - insisting that staffing problems are resolved rapidly, monitoring the impact that such issues have on the quality of teaching received by the pupils

- holding leaders and managers to account for the standards reached in subject areas, year groups and key stages.

Inspection judgements

The achievement of pupils

requires improvement

- When children enter the school, their skills and understanding are slightly below those found nationally. In Reception, progress has until this year compared favourably with national expectations, with pupils entering Year 1 with broadly average attainment in most areas of learning. However, improvements in the achievement of pupils in Reception have stalled. Current Reception children are not making the progress expected, due to too variable a quality of provision.
- Across both key stages, attainment is broadly average, but the progress and attainment of more able pupils is often less than might be expected because learning is not always challenging enough for them.
- While there have been recent improvements in the overall achievement of pupils in Key Stages 1 and 2, there is still too much variation in the rate of progress between year groups. Achievement is best in Years 5 and 6. The variation in progress can be particularly unhelpful to the progress of pupils who join the school during the academic year if they join a class where progress is slow.
- The school has recently seen a slow but steady improvement in overall standards. For example, while pupils' writing is still an area for development, Year 6 national test results have shown improvement in recent years.
- Overall, the achievement of disabled pupils and those who have special educational needs is good, although with variation between year groups. Teaching and support for their learning is strongest in the older year groups.
- Those pupils receiving support through the specially resourced provision make good progress relative to their starting points. Pupils reach standards appropriate for their developmental stage, progressing well academically and socially.
- Pupils who speak English as an additional language make expected progress. This is because they receive well-structured personalised support, based on an accurate initial assessment of their learning needs.
- Pupils eligible for the pupil premium do slightly less well than other pupils. This gap is closing as a result of recently improved levels of well-targeted extra help funded through the pupil premium.
- Pupils make expected progress in reading. Pupils of different ages and ability read with appropriate levels of fluency and confidence. They enjoy reading.
- Pupils make at least satisfactory progress in mathematics. A wide variety of teaching approaches makes the learning fun, incorporating real-life context to mathematical investigations. Progress is strongest in the upper years of the school.

The quality of teaching

requires improvement

- Teaching is not consistently good or better in improving pupils' progress and achievement. Learning is not always well planned and work does not always match all pupils' learning needs. More able pupils were often seen to undertake tasks with a level of challenge too similar to that set for less able pupils.

- There is too much variation across different year groups in the extent to which teaching meets the needs of pupils known to be eligible for the pupil premium. Most pupils in Year 6 make better progress, as they receive better quality teaching which seeks to meet their specific needs.
- The recent deployment of a range of leaders in Reception has resulted in less effective teaching and management of resources for learning. Previous improvements made in this area are in jeopardy, with an inconsistent approach to the baseline assessment necessary to plan personalised learning.
- The use of assessment data to plan learning to match all pupils' needs is weak. The ongoing collation and analysis of the level of work achieved by individual pupils is inconsistent. Such assessment records are not adequately moderated or centrally compiled.
- Where teaching is good or better it is well adapted to each pupil's learning needs. For example, after initially reading descriptive accounts of emotive, first-hand experiences of the First World War, pupils were set different tasks based on an accurate assessment of each individual's learning need.
- The support provided by additional adults for disabled pupils and those who have special educational needs is good. Such pupils benefit from well-planned activities, with staff skilled in meeting complex individual needs.
- Teaching is good for those receiving support in the specially resourced unit. It is well planned and addresses their individual learning and social needs so that they make good progress.
- Teaching and support given to pupils who speak English as an additional language are helpful and enable them to use the language with growing confidence.
- Pupils do not always know their next steps in learning, or how to make their work better. Marking in books shows that, while teachers provide regular praise for the completion of work, opportunities are missed to explain how to make work better.
- Classrooms are attractive and adult-pupil relationships are good. All adults are committed to improving teaching, with many staff new in post.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are consistently positive, and low-level disruption in lessons is uncommon. Pupils move between learning activities punctually and without fuss, managing their own and others' behaviour well. They were seen to work closely together as a community, within an ethos of respect.
- The school provides good additional adult support for pupils who have difficulty managing their own behaviour, both in and outside the resourced provision for those with special educational needs. These pupils are effectively integrated into lessons and benefit from an atmosphere of tolerance and understanding.
- There are few concerns expressed by parents or staff about behaviour and safety. The school regularly seeks the views and opinions of all members of the school community in order to monitor the effectiveness of provision. Pupils say that behaviour has improved in recent years and parents and staff agree with them.

- Attendance has been above average in recent years, and the school works well with families to address attendance issues.
- Pupils have a good awareness of different forms of bullying, of which there are few instances, and any that do occur are dealt with effectively by the school. Behaviour is managed consistently well, as pupils recognise.
- Pupils feel safe at school and understand how to keep themselves safe. They have a good awareness of risk and an understanding of more recent dangers such as those posed by misuse of the internet.

The leadership and management requires improvement

- The headteacher has led the school to moderate success in improving progress and standards. Newly appointed subject leaders have very good subject expertise. There is a capacity to accelerate the pace of improvement, but it is not yet fast enough.
 - Planning improvement has been adequately supported and mentored by the local authority.
 - A new middle leadership team has been formed, but it is too soon to evaluate the impact on achievement and teaching. Parents and staff are positive about the new structure.
 - Leaders have not tackled recent staff difficulties quickly enough to avoid a negative impact on pupils' progress.
 - The monitoring of assessment data is weak, leading to inaccuracy in evaluating progress and attainment. For example, the school has now identified significant anomalies in the accuracy of end-of-year assessments in some year groups.
 - Recently, a more targeted approach to supporting pupils known to be eligible for the pupil premium has led to an improvement in rates of progress. Inconsistencies in the accuracy of overall assessment data have limited the capacity of leaders to monitor the impact of such provision.
 - Senior leaders' monitoring of teaching and learning is not consistently effective. The focus and frequency of lesson observations are not adequately linked to pupil progress. Current approaches do not identify underperformance early enough.
 - The induction procedures provided for new staff do not focus on the specific development needs of the school. For example, newly appointed subject leaders are not briefed on the contents of the improvement priorities in the school development plan when commencing their roles.
- **The governance of the school:**
- has supported the headteacher in working to raise standards by restructuring the middle leadership team
 - has not been insistent enough in resolving staffing difficulties
 - does not inform itself enough about the progress of year groups and other groups of pupils
 - has new leadership but has yet to fully respond to ensuring the development priorities for teaching and achievement are realised
 - is working hard to gain the information and insight needed to hold the school fully to account for its performance.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 110749 |
| Local authority | Peterborough |
| Inspection number | 401149 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 165 |
| Appropriate authority | The governing body |
| Chair | Jan Lowe |
| Headteacher | Annette Dagless |
| Date of previous school inspection | 16 November 2009 |
| Telephone number | 01733 576642 |
| Fax number | 01733 750865 |
| Email address | office@welbourne.peterborough.sch.uk |

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