

Welholme Primary School

Welholme Road, Grimsby, Lincolnshire, DN32 9JD

Inspection dates 23–24 October 2012

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		Requires improvement	3
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 quality of teaching is too variable to enable all pupils to make good progress. Some teachers do not provide work at just the right level to challenge all pupils, particularly those who are most able.
- Standards at the end of Key Stage 1, although improving, are below average. The main reason for this is that the progress pupils make in reading and writing in Years 1 and 2 is slow and for some boys is particularly weak.
- Although some improvements to the teaching of writing are evident across the school, writing standards and progress over time are variable and reading is a relative weakness.
- Senior leaders do not influence the work of other staff well enough to secure good teaching and good progress for all pupils.
- When senior leaders observe teachers to check on the quality of their work they do not identify specifically enough what needs to be improved.

The school has the following strengths

- Relationships between staff and pupils are very good and ensure that the pupils feel safe and happy.
- Good relationships with parents have helped to improve rates of pupil attendance which are now average.
- Most pupils behave well around the school. Consequently, they enjoy school and talk enthusiastically about their experiences.
- The leadership and management of the headteacher have been instrumental in creating a school where pupils are respected and are well cared for.
- Teaching in mathematics has improved since the last inspection so that pupils are making better progress and reaching average standards in mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed 26 lessons of which seven were joint observations with the headteacher. In addition, the inspection team made a number of short visits to lessons.
- Meetings were held with two groups of pupils, the headteacher, subject leaders and two members of the governing body.
- Inspectors took account of the seven responses to the on-line questionnaire (Parent View) in planning the inspection and spoke to parents attending Parents' Evening.
- They observed the school's work and scrutinised a number of documents including the school's improvement plans, data on pupils' current progress, planning and monitoring files, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Amraz Ali, Lead inspector	Her Majesty's Inspector
Paul Plumridge	Additional Inspector
David Matthews	Additional Inspector

Full report

Information about this school

- This is a well-above average-sized primary school.
- An above average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils identified with special educational needs through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The majority of pupils are White British with a very small proportion from minority ethnic backgrounds. Very recently, a small number of pupils at the very early stages of learning English have joined the school, mostly from Eastern Europe.
- In 2012, the school exceeded the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There has been a high turnover of teachers over the last three years and almost half of the teaching staff have changed. Two of the 21 classes are currently taught by temporary teachers and three are newly qualified teachers.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is more consistently good or better by:
 - ensuring that teachers have a shared sense of urgency which is reflected in their higher expectations of the quality and quantity of work pupils produce
 - setting tasks which more effectively challenge all levels of ability, particularly the most able
 - improving pupils' attitude to learning and pride in completing work
 - ensuring there is not too much teacher talk or too little time for pupils to complete their work
 - ensuring that marking and feedback to pupils more consistently inform pupils how to improve their work, particularly in mathematics.
- Improve standards and progress in reading and writing, particularly for boys in Key Stage 1, by:
 - developing teachers' skills at teaching pupils to tackle unknown words
 - ensuring the tasks pupils complete independently during daily reading lessons are more worthwhile and allow pupils to practise and consolidate their reading skills
 - ensuring the skills of the teaching assistants who read with pupils on a one-to-one basis allow them to identify which reading skills are being practised and which need to be improved
 - ensuring pupils' writing skills are built up systematically
 - providing more opportunities for pupils to use and apply their reading and writing skills in other subjects.
- Improve the impact of the school's leaders by:
 - evaluating the impact of the pupil premium funding on pupils' achievement
 - involving subject leaders in the analysis of the progress and standards reached and in improving the skills of other teachers
 - more effectively checking on and evaluating the work of teachers and providing explicit advice on how to improve classroom practice.

Inspection judgements

The achievement of pupils

requires improvement

- Standards in mathematics at the end of Year 6 have improved and are typically average. Improvements in 2012 meant standards at the end of Year 6 in reading and writing were closer to average. This is better than in previous years when standards were well below average.
- Children joining the Reception class usually do so with skills and abilities that are below what is typical for their age, particularly in communication, language and literacy. Improvements since the last inspection, including better resources, access to outdoors and better teaching are helping children to make better progress. As a result, more children are reaching the standards expected ready for the start of Year 1.
- A particular success has been the regular teaching of letters and sounds to pupils in the Reception class so that now they are in Year 1 more pupils are able to attempt to read unknown words by looking at the letters.
- Standards at the end of Year 2 have improved but remain below average. The main reason for this is that the standards reached by boys in reading and writing are well below those reached by girls. Pupils experience difficulty in using simple forms of punctuation and choice of descriptive vocabulary to add detail to their writing.
- The amount of progress pupils make across different year groups is uneven and is directly linked to the variability in the quality of teaching. Too few pupils exceed the expected rate of progress because of these inconsistencies, particularly between Year 1 and Year 5.
- The progress of disabled pupils and those with special educational needs is similar to other pupils whereas the progress of pupils supported by the pupil premium is less than other pupils at the school. The progress of pupils from minority ethnic backgrounds is similar to other pupils as is the progress made by those pupils who are at the early stages of learning English.
- In some year groups, such as Year 4, and partly as a result of previous disruption to teaching, pupils' skills in reading, spelling and handwriting and poor presentation are impeding the speed at which they are able to learn. Writing skills are not always taught systematically to plug the gaps in pupils' skills.
- Reading is a priority throughout the school. The recently introduced, daily reading lessons which see one group of pupils working with a teacher while other pupils work independently are having mixed results. Some teachers fail to develop pupils' ability to tackle unknown words and the tasks pupils work on by themselves often lack challenge and do not always improve pupils' reading skills.
- Pupil premium funding is being used to provide additional teaching assistants who hear every pupil read on a one-to-one basis each week. Although pupils say they enjoy this, the adults do not always have the skills to identify which reading skills are being used and which reading skills need to be improved.

The quality of teaching

requires improvement

- Although there have been improvements to the quality of teaching, for example in the Early Years Foundation Stage and in mathematics, teaching is too inconsistent to enable all pupils to make good progress over time. Good teaching is more consistently found in Year 6 with pockets of good teaching spread throughout the school. Although there has been a considerable amount of staff training, high levels of staff turbulence have been a significant barrier to the consistent implementation of new policies and agreed ways of working.
- Strengths in lessons include very good relationships between pupils and teachers, the teaching of letters and sounds in the lower school, the deployment of additional adults, teachers' subject knowledge and the developing use of computers as a tool for learning.
- Where teaching was most effective tasks were set at just the right level and teachers communicated their expectations of both the quality and quantity of work required.

Consequently, pupils worked with a real sense of urgency and lived up to the teachers' expectations to produce good pieces of work.

- Sometimes introductions to lessons are too long and complex so that some pupils struggle to sustain concentration and so they either become restless and inattentive or quietly passive in their response. Consequently, they do not always understand what to do when working independently and have too little time to complete the work successfully.
- In too many lessons, although there are good features, such as clear explanations, teachers do not specify how much work needs to be completed. As a result, pupils' level of productivity is poor with some pupils stating that it does not matter how much work is produced or if work is left incomplete. Consequently, in many lessons pupils' attitudes to their work is too leisurely and they do not practise or improve their work at a fast enough pace.
- Teachers do not use what they know about each pupil well enough to set tasks which always challenge all pupils. This means that the work is often undemanding, particularly for the most able. Where this happens pupils quickly become uninterested and they become off-task, sometimes presenting poor behaviour.
- Teachers' marking of pupils work is generally regular and encouraging. The best effectively identifies how pupils can improve their next piece of work. However, this can be variable, particularly in mathematics.
- Teachers plan interesting activities in subjects such as history and geography but sometimes opportunities are missed to use this work to practise and extend reading and writing skills.

The behaviour and safety of pupils

requires improvement

- Although behaviour has improved, and pupils say that they like the classroom reward systems, good behaviour is not a consistent feature of all lessons. In some lessons, particularly where teaching is less effective, pupils become off-task and they sometimes demonstrate poor behaviour.
- Most pupils are outgoing and friendly to one another and to visitors. Pupils say they feel safe, 'because teachers look after us and because we have good friends'.
- Pupils say the rules are fair and they have a sound understanding of different types of bullying, including name-calling and cyber-bullying. They say that incidents of bullying do occur but are dealt with well. Pupils say that they are happy to tell staff if they experience any difficulties.
- Pupils typically show respect and kindness to others regardless of age, race and disability. New pupils are made to feel welcome and part of the school community very quickly. For example, one pupil who recently joined the school and is at the early stages of learning English stated, 'I have lots of friends here. Everyone wanted to help me on my first day.'
- Pupils are proud of their school and enjoy school life. This is reflected in their improved attendance, which is now average.
- The school carefully ensures adults working with children are suitably vetted.

The leadership and management

requires improvement

- The quietly determined drive and resilience of the headteacher have contributed significantly to recent school improvements. She has successfully steered the school through a period of considerable turbulence in staffing and managed to unite staff with a shared ambition to secure improvement.
- Senior leaders have an accurate picture of the school's strengths and areas for improvement. Plans for improvement are sound but do not identify clearly how the impact of new developments will be checked or evaluated.
- Teachers have had training and extensive opportunities to learn from best practice at other

schools in order to improve their teaching. However, due to considerable staff changes and some weaknesses in evaluating classroom practice, teaching remains too variable to secure good progress for all pupils.

- As part of the arrangements for checking on the work of teachers and for managing their performance, lessons are soundly evaluated. The written records of these evaluations do not routinely specify what teachers need to do to improve their work. In the most recent management of teachers' performance senior leaders have restricted access to higher pay to the most able teachers.
- The school receives a substantial amount of pupil premium funding. This is spent on extra teachers and support staff, some one-to-one support, new resources and educational visits and this expenditure is reported to the governing body. However, the impact of this work has not been evaluated.
- The effectiveness of middle leaders is variable. Although they are enthusiastic and have a largely clear understanding of their roles, they have not all evaluated the standards and progress of pupils in their subjects or checked directly on the impact of new developments. They have not been effective enough at helping to improve the skills of other teachers.
- The school promotes well pupils' spiritual, moral, social and cultural development through assemblies and the wider curriculum. For example, in one assembly a practising Muslim came along to tell pupils about her faith. This was well received by pupils.
- The curriculum is sound with strengths in the many visits out and visitors who come into school. For example, pupils have visited local museums and places of interest. During the inspection, Years 5 and 6 watched a visiting theatre group which helped to develop their understanding of life during the Second World War and provided a rich stimulus for their writing.
- The link between home and school is good and has contributed to improved rates of attendance. Parents who spoke to inspectors were overwhelmingly positive about the school's work.
- The local authority has correctly identified that the school requires extra help which is welcomed by the senior leaders. For example, the headteacher has worked closely with a local authority officer to undertake a joint review of the quality of teaching and this helped to ensure that the school's self-evaluation is largely accurate.
- **The governance of the school:**
 - Members of the governing body fulfil their statutory duties, including those in respect of safeguarding. They are keen for the school to improve and have supported the leadership team through a period of staff change. Some governors know first-hand the work of the school because they make frequent visits or are volunteers in school. They are aware of the school's strengths and areas where most improvement is needed. Individual governors, such as the governor with responsibility for special educational needs, meet regularly with staff and ask detailed questions about the provision for pupils who need extra help. The headteacher's termly reports provide a useful overview of the work of the school. Although these provide the most recent information about end-of-key-stage test results, they do not provide enough information about progress from term-to-term or information about the quality of teaching. This limits the ability of the governing body to challenge the work of senior leaders.

What inspection judgements mean

School		
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

Unique reference number	135679
Local authority	North East Lincolnshire
Inspection number	402731

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	561
Appropriate authority	The governing body
Chair	Mr Peter Johnson
Headteacher	Mrs Delyse Turrell
Date of previous school inspection	26 January 2010
Telephone number	01472 329944
Fax number	01472 329952
Email address	office@welholmeprimary.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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

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

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

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

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

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

