

# Welland Primary School

Marlbank Road, Welland, Malvern, WR13 6NE

## Inspection dates

4–5 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well, making consistently good progress from the Early Years Foundation Stage onwards. The current Year 6 pupils are attaining good standards in reading, writing and mathematics.
- Teaching is consistently good. Teachers expect the best from their pupils and they consistently set work at the right level of difficulty.
- Pupils' behaviour and attitudes to learning are good. They are safe in school, work together and support each other very well in lessons, and they talk enthusiastically about their learning.
- The school is a very supportive and friendly place and offers a warm welcome to all its pupils.
- The headteacher leads the school with determination, ensuring that leadership and management at all levels promote good teaching and achievement.
- Senior leaders evaluate the school's strengths and areas for development accurately, and use the results well to improve pupils' education.

### It is not yet an outstanding school because

- There is no outstanding teaching.
- Marking is not always clear enough to help pupils to improve their work and does not ensure pupils correct mistakes as frequently as they should.
- Pupils are not able to develop their writing and mathematical skills in different subjects because there are too few opportunities for them to do so.
- Teachers sometimes rely too heavily on worksheets to occupy pupils rather than devise challenging activities that take their learning forward.
- Pupils' work is not always as neat and carefully presented as it should be.
- There are too few opportunities for pupils to gain an understanding of the wide diversity of peoples and their ways of life in modern Britain.

## Information about this inspection

- The inspector observed eight lessons and made several shorter visits to lessons. Six of the lessons were seen jointly with the headteacher.
- The inspector spoke formally with one group of pupils and informally with others during work and play.
- The inspector visited an assembly, listened to pupils read and discussed the work they had been doing in class.
- The inspector reviewed a wide range of pupils' work in all year groups.
- The inspector observed the school's work and considered a range of information that included: records of pupils' achievement; governing body meetings; attendance and behaviour records; the school's own evaluation of its work; and information on the setting of targets for teachers. Documents detailing the school's arrangements for safeguarding were reviewed.
- Meetings were held with the Chair of the Governing Body and other governors, senior and subject leaders and a representative of the local authority.
- The inspector took account of 47 responses to the online questionnaire (Parent View) and spoke informally with parents as they brought their children to school.
- An evaluation was made of the views of staff, expressed in 18 questionnaires.

## Inspection team

David Evans, Lead inspector

Additional Inspector

# Full report

## Information about this school

- This school is a smaller than average-sized primary school and nearly all the pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium is well below average. In this school, the additional funding is for pupils who are known to be eligible for free school meals or in the care of the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been significant changes both in staffing and to the governing body since the last inspection.
- The on-site breakfast club and after-school care facility are both managed by the school and formed part of this inspection.

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

- Raise the quality of teaching from good to outstanding by:
  - ensuring that teachers' marking consistently gives pupils clear guidance on what they need to do to improve and reach their targets and ensures they act on this advice to avoid the same errors in their subsequent work
  - insisting that the presentation of pupils' work is good in all subjects
  - making sure teachers always provide work that is appropriately challenging and takes pupils' learning forward
  - ensuring that pupils have greater opportunities to develop and extend their writing and mathematical skills in other subjects.
- Provide more opportunities through the curriculum for pupils to learn how people from other cultures live in order to prepare them better for life in modern Britain.

## Inspection judgements

### The achievement of pupils

is good

- Children join the Early Years Foundation Stage with skills that are below those typically seen at their age. They make good progress because adults give them interesting and well-planned activities that help to develop their skills across all areas of learning. As a result, a higher-than-average proportion of children reach a good level of development by the time they enter Year 1.
- Phonics (the links between letters and sounds) are taught systematically and to very good effect. In the Year 1 national phonics screening check last year the proportion of pupils reaching the required standard was above average. Pupils make good progress in developing early reading skills and quickly learn to enjoy stories and other books as a result. Their good phonics skills also help the development of their writing and spelling skills.
- Pupils continue to achieve well through Key Stage 1. Attainment in reading, writing and mathematics by the end of Year 2 is consistently above average. The school's own lesson observations and records show that pupils have made good progress from their starting points by the time they enter Year 1.
- Key Stage 2 national test results have been consistently above average over the last few years in English and mathematics. However, significant pupil mobility had an impact on the Year 6 results in 2013 and attainment in English and mathematics was average. The same pupils demonstrated above-average standards in their grammar, punctuation and spelling.
- Pupils currently in the school make good progress in Key Stage 2 and standards in Year 6 are good. More-able pupils achieve well because teachers plan work that extends their thinking and is set at the right level for them. However, in general, pupils do not present their work neatly enough.
- Pupils are avid and able readers. Pupils in Year 6 can express clear preferences for particular written styles and types of books and discuss enthusiastically examples of books they have read and analyse the characters. School data suggests that progress in reading is slightly faster than in writing. This is mainly due to the sharp school focus on improving pupils' reading.
- Pupils develop good mathematical knowledge and skills, but they are not able to use and apply their skills in mathematics, or indeed in their writing, in other subjects. There are, however, occasional examples where this is done well; Year 6 pupils, for example, used their mathematical skills accurately to estimate the various costs that might be incurred if they decided to purchase AstroTurf for their football pitch.
- Disabled pupils and those who have special educational needs are making similar progress to other pupils through effective and targeted support from teaching assistants and teachers. Pupils supported at school action plus or with a statement make better progress generally than similar pupils nationally.
- There were too few pupils eligible for funding from the pupil premium in Year 6 last year for a judgement on their attainment to be made; there is too great a risk that individuals might be identified. This funding is used well to provide extra help to pupils in lessons and in small groups. Consequently, across the school, these pupils make good progress compared to their peers.
- Pupils make good progress in physical development and in staying fit and healthy because

primary sport funding is used well to support their health and well-being. They participate in a range of sports.

### **The quality of teaching is good**

- In all classrooms, there are very good relationships between all adults and pupils. Highly proficient teaching assistants are a valued part of the teaching team and are deployed very effectively. Teachers set high expectations for pupils to work hard and behave well. As a result, no time is wasted. Pupils settle quickly to their tasks and persevere even when work is challenging.
- The teaching of phonics is good in the Early Years Foundation Stage and the impact of this good start is seen in the development of pupils' early language skills and in the improvement in reading and writing that is evident throughout the school.
- All staff have good opportunities to update and extend their knowledge and skills. The impact of this training is particularly evident in teachers' subject knowledge and enthusiasm for reading. Teachers are very knowledgeable about children's authors and make good suggestions and provide guidance for reading material.
- Teaching assistants provide good support for small groups in class and help individual pupils to develop their learning skills. For example, in one lesson a teaching assistant challenged pupils well to use their phonics knowledge to help their writing task, while in another session a teaching assistant explored a book by CS Lewis with more able pupils.
- The teaching of disabled pupils and those who have special educational needs is good. The tasks set help individual pupils build on what they know and teachers make sure that they have taken sufficient account of the pupils' known learning and other difficulties.
- Pupils' progress is checked regularly by the school and any weaknesses in learning are identified so that new remedies and extra support can be arranged.
- Marking is up to date and offers pupils good encouragement to keep trying and do their best, but it does not consistently explain clearly to pupils what they need to do in order to improve their work. Pupils appreciate the marking but are not regularly given the opportunity to respond to the comments made.
- Pupils are not consistently provided with sufficient opportunities to apply and extend their writing and numeracy skills across different subjects.

### **The behaviour and safety of pupils are good**

- Pupils' attitudes to learning are consistently positive across year groups and in different subjects and are having a good impact on the progress pupils make. Most pupils are well-prepared for lessons and arrive punctually. They quickly learn the school's routines in Reception and respond quickly to staff instructions throughout the school so that in lessons even low-level disruption is uncommon.
- The behaviour of pupils is good. Pupils' behaviour in lessons and around the school is positive because staff provide good role models to show pupils how to behave. Staff expectations for behaviour are high and they make good use of rewards and sanctions to promote good

behaviour.

- Pupils have a good awareness of bullying and how to prevent it. As a result, there are few instances of bullying. This was confirmed in discussion with pupils.
- The school's work to keep pupils safe and secure is good. Pupils show a good awareness of how to keep themselves safe, for example, how to avoid unsafe situations when using computers or mobile phones. Pupils move around the school safely and play safely in the playground. Parents and staff agree that pupils are safe in school.
- Pupils have good relationships with adults and each other. They listen carefully and respect the views of others and are polite and courteous to visitors.
- The school has worked hard to raise attendance, which was average in 2013. It contacts parents on the first day of the pupil's absence; a family support worker also helps encourage attendance. The level of attendance since September is significantly higher and likely to be above average this year.

### **The leadership and management** are good

- Strong, determined leadership by the headteacher and governors has ensured that the school has improved well since its previous inspection. The key issues have been fully addressed and the school is continuing to improve.
- The headteacher has accurately evaluated the school's strengths and weaknesses and acted to address the latter. Her drive and determination, supported well by staff, have contributed considerably to improvements in teaching. Governors, parents and staff are wholly supportive of the focus on raising achievement. The morale of the staff is high and they recognise the support and guidance she has given them.
- Teachers have individual targets that clearly focus on improving pupils' progress. Good levels of support for teachers and well-planned training have underpinned improvements to the quality of teaching. Evidence of pupils' achievement and the progress of individuals and groups have been taken into account by the headteacher when making decisions about teachers' salaries. Arrangements to evaluate the quality of teaching are good. Teachers are observed regularly by the headteacher, with appropriate reference to the national teaching standards.
- The subject leaders for English and mathematics monitor pupils' progress and undertake lesson observations. This means that they have been able to evaluate the impact of teaching on learning and pupils' progress in their subjects and suggest ways in which teaching can be improved.
- Good attention is paid to ensuring that all pupils have an equal chance to succeed. Discrimination of any kind is not tolerated and robustly tackled. Leaders at all levels, including the governing body, keep a close check on how well pupils are doing. Their progress is tracked carefully and those in danger of not making enough progress are provided with the extra help they need in small group sessions, in which pupils make good progress.
- Parents hold mainly positive opinions of school and its work. The large majority of those who responded would recommend this school to others. They say that their children are happy, safe and well looked after. They say that behaviour is good and appropriate homework is given.

- The curriculum and the school's values underpin its provision for spiritual, moral, social and cultural development. This is enhanced by a range of trips and visitors to the school. A good range of additional activities engage and motivate pupils well. The impact is seen in the welcoming atmosphere of the school and the support given to pupils whose circumstances make them vulnerable. There are, however, too few opportunities for pupils to practise and improve their writing and mathematical skills in different subjects and pupils are not sufficiently encouraged to develop their understanding of life in Britain's diverse society today.
- Finances are managed well. The pupil premium funding is used appropriately to support the progress of eligible pupils and to ensure equality of opportunity. The school is using the primary sports funding to provide opportunities for more pupils to take part in sports activities and to improve pupils' sports skills through engaging professional sports coaches.
- The local authority provides appropriate levels of support for this good school and supports it through an annual review visit. The local authority has an accurate view of the overall effectiveness of the school.
- **The governance of the school:**
  - There has been a marked improvement in governance since the last inspection. The Chair of the Governing Body leads by example and governors are now holding leaders effectively to account for the school's performance by asking detailed questions, visiting lessons, talking to staff and pupils and receiving regular reports on progress. As a result, governors have developed a good knowledge of the quality of teaching, the school's strengths and its areas for improvement. They check that the pupil premium is properly spent. Governors review the headteacher's performance thoroughly and check that the management of the performance of staff is helping them to improve. Governors have made sure that procedures for safeguarding pupils fully meet national requirements. They have also ensured that pupils are treated equally and there is no discrimination.

## 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

<b>Unique reference number</b>	116744
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	431171

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	132
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Johnstone
<b>Headteacher</b>	Rachael Huff
<b>Date of previous school inspection</b>	26 June 2012
<b>Telephone number</b>	01684 310246
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