

# Welbourne Primary School

Goodwin Walk, Werrington, Peterborough, PE4 6NR

**Inspection dates** 17–18 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All of last year's Year 6 pupils made, at least, the nationally expected rate of progress in reading, writing and mathematics. An above-average proportion exceeded this expectation to make good progress. In other year groups, pupils also make good progress from their different starting points.
- Standards in Key Stage 1 rose in 2014 and more pupils reached the higher levels. Standards in Key Stage 2 are at their highest level for six years and well above the latest national average.
- Disabled pupils and those who have special educational needs make good progress from their different starting points. The progress made by those entitled to pupil premium funding has narrowed the gaps between their performance and that of other pupils nationally.
- Pupils' behaviour in and around the school is good and has a very positive impact on their learning. Their attendance has risen to reach the latest national average. The school ensures pupils' safety.
- Progress is rapidly improving due to good teaching. Since the previous inspection, leaders have recruited well and worked with effective local authority support to ensure improvement to teaching and pupils' achievement.
- The school provides very effectively for pupils' spiritual, moral, social and cultural development and prepares them well for life in modern Britain.
- The school has prepared well to take account of recent changes to the way subjects are taught and how pupils' progress is assessed and reported to parents.
- The governing body provides good leadership. Governors effectively hold the school to account and have had a positive impact on improvement since the previous inspection.
- The work of the enhanced resource unit is effective and supports pupils' learning and social skills well.
- The provision for the Early Years Foundation Stage is good and has a positive impact on the progress children make. They have a good start and settle quickly into school life.

### It is not yet an outstanding school because

- The progress made by both the growing number of pupils who speak English as an additional language and those who are most able is not assessed and monitored in sufficient detail. Consequently, provision cannot be rapidly adjusted when necessary to meet all learning needs.
- Despite recent changes to the accommodation for the Reception and Year 1 classes, the outdoor areas are not fully utilised and resourced effectively enough to make learning there highly successful.

## Information about this inspection

- The inspectors observed teaching in 14 lessons or parts of lessons. A number of these were observed jointly with the headteacher and deputy headteacher.
- Meetings and discussions took place with the headteacher, a representative from the local authority, members of the governing body, staff, pupils and parents.
- Samples of pupils' work were examined with senior leaders present, and some pupils read to the inspectors.
- The inspectors took account of the 11 responses to the online survey, Parent View, as well as 58 responses to the school's own parental questionnaire. The inspectors took account of the 24 questionnaires completed by staff.
- The inspectors looked at a range of documents produced by the school, including data on pupils' progress and attainment, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising attainment.

## Inspection team

Geof Timms, Lead inspector

Additional Inspector

Sa'ad Khaldi

Additional Inspector

## Full report

### Information about this school

- Welbourne Primary School is smaller than the average-sized primary school.
- There is an above-average proportion of pupils from minority ethnic backgrounds. Many of these pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is above average. There are nine pupils with statements or education, health and care plans.
- Six pupils attend the school's specially resourced provision for pupils with special educational needs. All six pupils have statements of special educational need for autism.
- A small number of pupils attend St George's Pupil Referral Unit on a part-time basis.
- A well-above average proportion of pupils are supported by the pupil premium, which in this school provides additional funding for pupils who are known to be eligible for free school meals.
- The school did not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics, in 2013. Year 6 results in 2014 met the 2013 national minimum standards.
- The school runs a before and after-school club. A privately run playgroup shares the school's site. This is inspected and reported on separately.
- The school has a high proportion of pupils who join or leave at times other than the usual.
- There have been several staff changes since the previous inspection, including in the Early Years Foundation Stage. There have also been changes to the membership of the governing body.

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

- Ensure better tracking and assessment of progress of those pupils who speak English as an additional language and those who are the most able so their individual learning needs can be more swiftly addressed.
- Improve the resourcing and use of the outdoor facilities for the Reception and Year 1 classes so that learning and learning opportunities are further improved.

## Inspection judgements

### The leadership and management are good

- The leadership has improved since the previous inspection. The headteacher has successfully focused her efforts on school improvement and increasing the amount of outstanding teaching. The monitoring of the quality of teaching and learning, and taking action where necessary, have improved and been supported well by the local authority. There is a clear ambition to make more of the school's work outstanding. This is evident in pupils' rapidly improving progress and the good quality of teaching across the school.
- The roles of some senior and middle leaders have improved through training and astute recruitment. This is evident in mathematics, for example, where skilful leadership has been very effective. Weaknesses found at the previous inspection have been successfully overcome, and provision and results are much improved. In addition, the school has very successfully promoted the achievement of pupils following the new computing curriculum by use of staff with excellent expertise.
- The school's self-evaluation is accurate, and identifies what remains to be done to improve the school further. The improvement planning is detailed and has appropriate priorities. The monitoring of teaching and pupils' learning is carried out in much more depth than at the previous inspection.
- Training to develop teachers' professional skills has been used effectively. For example, training in the teaching of phonics (sounds and the letters represented) for staff and parents, well led by the literacy leader, has had a positive impact on standards over three years. Training to support pupils who struggle with reading has also had a positive impact on their learning.
- One of the school's strengths is the way teachers and other adults have opportunities to observe, work with and learn from best practice in the school. This is proving especially effective in supporting the work of newly qualified teachers.
- Data on pupils' progress and attainment are regularly checked and assessments of pupils' work are moderated externally and internally. The school has clear and appropriate plans for the full implementation of its approach to assessment following the removal of National Curriculum levels. Even so, the tracking and assessment of the progress of the rapidly growing proportion of pupils at an early stage of learning English and of those who are most able are not carried out in as much depth as for other groups – such as disabled pupils and those who have special educational needs. This means teachers are less able to evaluate the success of their teaching and to plan activities that always fully meet these pupils learning needs.
- Funding available through the pupil premium is used effectively to help eligible pupils to take a full part in school life, and benefit, where appropriate, from specific material resources and additional help from adults. The impact of this is evident in the narrowing of the gaps in achievement between eligible pupils and others over the past year, and the higher standards now achieved by disadvantaged pupils.
- The extra funding available to promote physical education and sporting opportunities is used effectively. There is an increased participation in a wider range of clubs and sporting activities contributing to pupils' healthier lifestyles. The school is taking part in more competitions with other schools in a variety of sports. Staff training, such as that in gymnastics, has promoted significant improvements in teaching.
- The school has prepared well for recent national changes to the curriculum. There is a strong and successful focus on high-quality provision for pupils' spiritual, moral, social and cultural development. The use of pupil 'language ambassadors' supports the start to school made by the growing number of pupils from eastern Europe. There is good preparation for life in modern Britain through learning about a range of faiths and cultures. The school provides a good range of clubs and extra-curricular activities, including residential visits, which enhance pupils' learning.
- The leadership of the enhanced resource unit supports the provision for pupils with autism very

effectively. The pupils are able to take part in the daily life of the school, while still developing capacity to overcome individual difficulties in the well-resourced 'Sky' room. The school regularly and carefully checks the provision for pupils attending the pupil referral unit to ensure they benefit from the provision.

- Leadership of the Early Years Foundation Stage is good and enables the children to make good progress. However, the changes to accommodation for Reception and Year 1 has left both classes' outdoor areas not thoroughly resourced or used well enough to promote learning to the full.

#### ■ The governance of the school:

- Since the previous inspection, the governing body has changed its membership and improved the way it carries out its statutory duties. Governors provide the school with a good level of support and challenge. They have carried out an assessment of their skills and this has led to training to improve their understanding of data on pupils' achievement and of how to hold the school to account.
- Governors check the school's work through visits, such as to observe and monitor the use of sports funding. They receive reports from the headteacher in a format the governors themselves have requested. Members of the governing body have a sound understanding of the system used to determine teachers' effectiveness in enabling pupils to make progress. Governors check how effectively school leaders improve the quality of teaching. Decisions about teachers' pay are appropriately linked to performance and responsibilities.
- Governors track finances well and lead the school in deciding how to spend additional money, such as that to support pupils eligible for the pupil premium or to extend sports and physical education opportunities. They ensure all the requirements for safeguarding pupils are met.

### The behaviour and safety of pupils are good

- The behaviour of pupils is good. This is true for both the school and also for the enhanced resource unit, where pupils' social development has a high profile. In all lessons observed, and in assembly and the dining room, the pupils were well behaved and engaged in their learning. They demonstrate very positive attitudes to learning. This was supported by what pupils told inspectors about how much they enjoyed school and, as one said, 'learning and making friends'. This has a positive impact on their progress. Most parents have positive views about how much their children enjoy school.
- Pupils talk enthusiastically about lessons and other aspects of school life, which they enjoy. They clearly like school. One pupil described the teachers as 'welcoming especially if you are new'. Other pupils praised the way teachers help them learn, and provide interesting lessons. Pupils' attitudes demonstrate they respond well to the school's culture. In addition, their horizons are widened through good opportunities to take responsibility, such as on the school council and a range of charity work.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school, and parents confirm this view. The school provides a good range of activities to help pupils learn to stay safe, and they have a good understanding of how to use new technology safely.
- The pupils say bullying is uncommon and they are confident that if it occurs it is effectively dealt with. There have been no recent exclusions. The pupils who attend a pupil referral unit on a part-time basis to support their behavioural needs are well supported and the school keeps a good check on their development. The breakfast and after-school club provides pupils with a calm and productive start to the day as well as a healthy snack.
- Attendance has improved well and reaches the latest national average. It has improved as a result of the school's strong and successful focus on encouraging better attendance and monitoring and addressing persistent absenteeism. The majority of the parents appreciate the importance of their children's full attendance. Pupils are punctual.

### The quality of teaching is good

- Pupils' work, the school's assessment data on their achievement and evaluations of teaching, together

with inspectors' direct observations in lessons, all provide evidence that teaching is good. Since the previous inspection, leaders have ensured improvement to teaching throughout the school. It now meets pupils' learning needs much more consistently. This improvement in teaching has produced pupils' current good progress and rapidly rising standards.

- Teachers ensure that pupils' attitudes to their learning, and their interest and engagement in their work, are strong. Pupils are often encouraged to learn through imaginative tasks and well-chosen resources, such as the use of video. The learning environment throughout the school is kept very tidy, with most material resources easily accessible. Displays of pupils' work create good opportunities for teachers to support pupils' learning and vocabulary, and to celebrate the work of all learners.
- Pupils throughout the school talk positively about how they enjoy lessons, especially mathematics, religious education and art and design. One described positively how teachers and teaching assistants 'push us to the limit'. They describe the progress they have made and are particularly positive about their personal, social and health education lessons. They understand their learning targets and what they need to do to reach them. Older pupils appreciate opportunities to set targets and challenges for each other.
- Teachers' use of assessment information and other data is good and improved since the previous inspection. They are more aware of how different groups are learning in lessons, and modify their practice to make sure that everyone does well. This has had a very positive impact on the progress made and levels achieved, particularly by those pupils eligible to support from the pupil premium. However, the progress of the growing number of pupils at an early stage of learning English, and that of the most-able pupils, are less well tracked as groups so teachers are less able to measure the success of how well these groups are learning.
- Teachers have responded well to recent changes to the curriculum. In mathematics and computing, pupils are extremely well prepared for the next stage in their education and their future lives. The school has plans and a timetable for ensuring other subjects are updated. The marking of pupils' work has also been a focus for improvement since the previous inspection. This is now more regular and provides pupils with clear and constructive suggestions for improvement. Pupils respond to the marking well and this has a positive impact on their progress.
- Those who find learning more difficult and those who have specific learning needs are well supported. This is true of the pupils in the enhanced resource unit and also of those in the main school. The teaching and other provision for the pupils who attend the pupil referral unit are well monitored by the school leaders to ensure they match those pupils' needs. Good records are kept of any one-to-one or small-group teaching sessions. These are successful because of the training adults have undergone and the enthusiasm they bring to the role, which rubs off on their pupils. For example, a reading scheme involving space stories and solving problems has been especially successful in supporting boys' reading.

### **The achievement of pupils is good**

- When they start in the Reception class, many children have levels of knowledge and understanding which are low compared with those typical for their age, especially for their communication and personal and social skills. Since the previous inspection, their achievement has improved. Currently, children are making good progress in most areas of learning, although attainment in reading, writing, shape, space and measures, and aspects of their knowledge of the world remain below those expected by the end of the Reception Year.
- Standards in the national tests at the end of Year 2 have risen significantly and are close to those expected nationally in reading, writing and mathematics. The school's data show that the fall in standards in 2013 has been addressed. Current pupils in Year 2 are building on the good progress they made in Year 1 and are attaining standards close to those expected in reading, writing and mathematics.
- Attainment at the end of Year 6 has been inconsistent due partly to differences in variations in ability of different year groups. However, the latest results are the best for many years due to effective teaching, changes to staffing and actions taken to address individual pupils' needs. In the 2013 national tests, pupils' attainment was below average and particularly so in the new spelling, grammar and punctuation

test. However, the school's data and unvalidated national data show that attainment in reading, writing and mathematics improved in 2014, and reached the latest national averages. Although pupils who join the school at times other than usual make good progress, those pupils who have been at the school throughout all years achieve particularly well from the good provision they receive.

- The progress made by all pupils in the most recent Year 6 was above that expected nationally in reading, writing and mathematics, and an above-average proportion made good progress. Many more pupils reached the higher levels in all three subjects. This is the result of better grouping of pupils in lessons and a sharper focus on providing appropriately challenging tasks for the needs of different abilities from the start of lessons.
- In 2013, the attainment of Year 6 pupils supported through the pupil premium funding in mathematics, reading and writing was between one and two terms behind pupils nationally and a term behind other pupils in their year group in reading and mathematics, although they did better than their peers in writing. Last year, the school significantly narrowed the gap between the attainment of these pupils and others, especially in reading and mathematics, because of the continuing focus on the progress these pupils make.
- The results of the Year 1 check on pupils' skills in linking letters and sounds (phonics) show that in 2014 standards rose for the third year running and were closer to the national average. This reflects good teaching that is helping pupils grow into good readers. An above-average proportion of those who took the phonics check again in Year 2 reached the expected level.
- Progress in reading and writing is good throughout the school. In Years 5 and 6, for example, the use of a Russian folktale provided an excellent inspiration for using suspense in writing. In mathematics, good achievement is evident throughout the school. There is evidence of good achievement in other subjects, especially computing. Pupils in Year 4 are able to use software to create imaginative party invitations, merging pictures and text. More-able pupils in Years 4 and 5 are designing and building webpages.
- Throughout the school the most-able pupils make good progress and a rapidly increasing proportion attain higher levels in main subjects, and also across the range of subjects – particularly computing. The extension activities for the most-able pupils in Years 5 and 6 are challenging and pupils are developing an ability to use a range of calculation skills to solve problems, such as the costs of purchasing toys.
- Pupils of minority ethnic heritage or and those who speak English as an additional language make progress that is largely in line with that of their classmates. However, the progress of some of these pupils is not consistently tracked as closely as possible to enable teachers to respond quickly to individuals' misunderstandings.
- Disabled pupils and those who have special educational needs, including those in the enhanced resource unit, make good progress from the effective extra help they receive. Recent work to support those needing extra help in reading is having a positive impact. The pupils who receive offsite provision do well from the extra help they receive.

### **The early years provision** is good

- The early years provision is good because the children make good progress from their often low starting points. Children in the Reception class quickly get used to the school's routines. The majority start the day happily and productively, quickly settling down to their activities.
- Although there have been a number of changes to accommodation and staff since the previous inspection, the Reception class now has settled staffing, a new classroom and an outdoor area which has strong potential, but is yet to be fully developed and resourced.
- Teaching is good, and effective assessment is used to plan children's next steps and activities that meet individual children's learning needs well. All adults have an input into observing children's progress.

Parents are regularly informed about progress and are able to share their own 'wow' moments with the staff for recording in children's records of learning.

- The progress children make, including those who are disabled or who have special educational needs, has improved and is now good. The most-able children are well provided for and staff are very aware of all individuals' prior knowledge and skills.
- The best progress is seen in children's personal, social and emotional development. This is important because it is a significant weakness when they start school and their good progress helps prepare them well for the next stage in their education. However, reading, writing, some mathematical skills and children's knowledge of the world remain below that expected by the end of the year, even though progress has been good.
- Children learn to behave well, are clearly happy at school and are kept safe. There is good provision for their health, safety and their spiritual, moral, social and cultural development. However, assessment and tracking of the specific learning needs of the growing number of children at an early stage of learning English are not yet fully effective.



## 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>	110749
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	441977

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Lowe
<b>Headteacher</b>	Annette Dagless
<b>Date of previous school inspection</b>	26 September 2012
<b>Telephone number</b>	01733 576642
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