

Welford Primary School

Welford Road, Handsworth, Birmingham, West Midlands B20 2BL

Inspection dates

9–10 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Senior leaders, together with the staff team, ensure that there is excellent provision for pupils' welfare.
- Pupils' spiritual, moral, social and cultural development is a significant strength at Welford.
- The school's performance has improved well since the previous inspection. Teaching is now typically good across the school.
- The capacity for further improvement is strong. Subject leaders have been supported well by senior leaders in their leadership development.
- The leadership of the provision for pupils with special educational needs and/or disabilities (SEND) is very effective.
- Senior leaders have devised and implemented an effective curriculum. Pupils acquire and consolidate English and mathematical skills well. There is more work to be done with foundation subjects.
- This year, pupils are making good progress, notably in reading, writing and mathematics. The most able mathematicians do not receive sufficiently challenging work frequently enough.
- Pupils are kept very safe. Pupils feel secure that any concerns raised will be dealt with by staff promptly and appropriately.
- Pupils conduct themselves well around the school and in lessons. They understand, and adhere to, expectations for their behaviour.
- Children get off to a good start in the early years. Teaching at the start of the year would benefit from better liaison when children enter the early years and when they leave to enter Year 1.
- Governors ensure that additional funding is used well. This includes supporting disadvantaged pupils who are making good progress this year.
- The minutes of governors' meetings do not capture their important discussions about the school's performance sufficiently well. This means that governors are restricted when reflecting on how well the school is improving.
- Pupils do not frequently use joined handwriting in all their writing.
- There is an imbalance in the teaching of writing. Pupils have limited opportunities to develop their own narrative styles.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring that subject leaders build on their current work by clarifying key skills that pupils need to acquire in each year group in individual subjects
 - strengthening governance by ensuring that documentation accurately records their discussions with, and challenges of, leaders
 - improving communication between the early years and preschool providers and with staff in key stage 1.
- Improve teaching, learning and assessment by ensuring that teachers are more consistent in:
 - expecting pupils to use their joined handwriting style more frequently in lessons
 - providing the most able pupils with harder mathematical challenges
 - providing pupils with a better balance of fiction and non-fiction writing.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have a good understanding of the community which Welford serves. They are determined that the curriculum continually evolves to ensure that it meets pupils' needs. This holistic view of education is seen through pupils' understanding of what it is like to live in modern Britain. Pupils are tolerant and respectful in their day-to-day learning and play.
- Welford is at the centre of a harmonious community, which celebrates diversity. Leaders work well with parents and carers. They ensure that parents understand their approaches to the curriculum, for example in developing pupils' spiritual, moral, social and cultural understanding. As a result, trusting relationships are clearly evident.
- Leaders have thought carefully about the purpose of the curriculum. They have designed and implemented effective strategies to support pupils' learning. This is illustrated well in reading. Consequently, pupils acquire and consolidate important skills and knowledge in English and mathematics as they move through the school.
- Leaders are forensic in their analysis of how well pupils are progressing in their learning in each year group. Working with teachers, leaders agree an ambition for what pupils can achieve. This helps teachers tailor their teaching for different groups, including those pupils who are disadvantaged.
- The capacity for further improvement is good. This is because senior leaders have developed leaders with responsibility for foundation subjects well. Subject leaders are yet to clarify when specific skills should be taught. They know that this will benefit teaching and learning in their individual subjects.
- Teaching has improved well over the past two years. This is because of effective training, facilitated by leaders. Leaders have ensured that teaching staff have focused on strategies which enable pupils to learn well through the Welford curriculum. Some inconsistencies in teaching remain.
- The local authority provides effective support for school leaders. Since the previous inspection, representatives have helped governors develop strategies which ensure that leaders are held to account well. This includes the work of subject leaders. Leaders understand their roles and responsibilities which contributes well to effective leadership.
- Welford is an inclusive school. All pupils and families, no matter what their needs, are welcome. Leadership of the provision for pupils with SEND is particularly effective. This is because leaders take sufficient time to understand what needs to be done to help individual pupils learn as well as they can. As a result, teaching staff are well informed about how best to teach these pupils.
- Leadership of the early years provision has improved since the previous inspection. Teaching in the early years and in key stage 1 would benefit from a better understanding of how well children have acquired skills with pre-school providers and in the early years respectively. This would enable staff to tailor their initial teaching to meet children's needs better. Despite this, children get off to a good start in the early years.

- Pupils are keen to maintain and develop healthy lifestyles. This is because leaders use the primary school physical education and sport funding effectively. A wide range of both participative and competitive sports is offered, with pupils eager to engage. Pupils with SEND, and those who might be reluctant to take part, enjoy their physical activity.

Governance of the school

- Governance is effective.
- Over the past two years, governance has strengthened. This is because of effective training and clear roles and responsibilities being clarified. Governors know where inconsistencies in teaching lie.
- Governors understand their statutory duties and ensure that they are carried out diligently. The allocation of pupil premium funding, for example, is carefully considered. This is why much of the funding helps to provide effective pastoral care. As a result, disadvantaged pupils attend well.
- Governors' written documentation does not make it sufficiently clear how governors seek clarity about the school's performance and subsequently how issues identified were followed through. For example, minutes of meetings do not show how governors check that pupils who need to make greater gains in their learning are doing so.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that all staff are vigilant. As part of their day-to-day practice, staff look out for pupils and respond appropriately when any concerns arise.
- Parents recognise how the school encourages the local community to engage in safeguarding work. Parents have attended sessions, facilitated by the school, which explore radicalisation and extremism.
- Leaders carry out frequent checks to satisfy themselves that pupils feel, and are, safe at Welford. Governors implement their safeguarding duties appropriately. They understand the issues that pupils are more likely to face in the local community.

Quality of teaching, learning and assessment

Good

- Teaching has improved since the previous inspection. Teachers understand the importance of pupils acquiring key skills and knowledge in the core subjects. In reading, for example, pupils' understanding of inference is developed well through each year group. As a result, pupils are able to reflect on, and consider, the views of others.
- The teaching of reading is effective. In the early years and key stage 1, pupils are taught effective strategies to decode words. Subsequent teaching support pupils well in becoming fluent readers. This is because reading material is well matched to pupils' abilities and there is a wide range of texts to choose from. This leads to pupils being confident and motivated readers.
- Pupils write well. The teaching of grammar, punctuation and spelling is effective

because specific skills are taught in each year group. Pupils are then expected to accurately use these skills when they write for different purposes. Currently, more time is spent teaching non-fiction than fiction writing. This means that pupils are not developing their own narrative style as well as they could.

- Pupils are able to use fluent, joined handwriting, which helps them convey their ideas quickly and legibly. However, pupils do not frequently use this effective style in their writing.
- Mathematics is taught well. Teachers ensure that pupils are taught important skills in problem-solving and reasoning when consolidating their understanding of number. This enables pupils to tackle unfamiliar mathematical problems confidently. However, the most able mathematicians are not given sufficiently challenging work frequently enough.
- Pupils acquire a good range of knowledge through the different subjects taught in each year group. This enables them to experience and learn a broad vocabulary. Homework activities enable pupils to build on this learning outside of school. This supports them well in subsequent learning.
- Disadvantaged pupils are taught well. Teaching staff know which pupils are disadvantaged and ensure that their learning needs are addressed well when teaching. For example, initial questions are often asked of disadvantaged pupils to check if they are ready for new learning.
- Teaching is inclusive. In lessons, pupils with SEND are fully engaged. For example, in physical education lessons pupils with physical disabilities are supported well by teaching assistants and resources. As a result, all pupils experience the effective curriculum.
- Teaching ensures that pupils are encouraged to challenge stereotypes. Pupils experience a range of reading matter and lessons through which equality is effectively promoted. For example, the school's library books enable pupils to read about male and female role models from a range of different cultures. This contributes well to pupils being confident in challenging forms of discrimination whenever they come across them.
- Typically, questioning is effective. This is because initial and subsequent questions require pupils to reflect on their own and others' understanding. Pupils are supported well in engaging in dialogue. This means that pupils, notably those new to English, develop effective skills in speaking and listening.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Senior leaders understand the importance of gathering knowledge about pupils' learning both in and out of school. Consequently, they take time to talk with and learn from families. This enables leaders to help teachers adapt their work with pupils.
- The pastoral and nurture teams are very effective in providing support for pupils and

their families. Pupils' welfare is central to the work of these teams. Parents recognise and appreciate the care and attention afforded to their children.

- Pupils articulate clearly why fundamental British values are important in today's society. They are able to do this as they learn about respect and tolerance through the curriculum. One group of pupils reflected with empathy on how Jewish people were treated during the Second World War.
- Pupils' emotional well-being is a notable strength of Welford's provision. Leaders and staff promote a holistic view of education. This balance of academic development with care and guidance is very effective. As a result, pupils, including the most vulnerable, feel secure in their learning as they are able to express themselves without fear of ridicule.
- Pupils know how to keep themselves healthy and safe. This includes knowing what to do should they become concerned when learning and playing online.
- Pupils understand that bullying can occur in various guises. They are confident in the school's work, which strives to eradicate bullying. Pupils recognise that there have been very few instances since the previous inspection. They value the vigilance of both staff and their peers in making sure that pupils feel safe.
- Pupils' physical development is promoted very well. Pupils take part in a range of sporting activities. They understand the importance of adopting healthy lifestyles. They demonstrate this through their healthy eating choices and frequent exercise.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school, including at breaktimes. They cooperate with each other and with supervising staff well. When unsupervised, pupils step up to expectations for their behaviour.
- In lessons, pupils' conduct is invariably good. As a result, lessons are rarely adversely affected by low-level disruption. This means that pupils feel secure that they can get on with their learning without unwanted interruption.
- When teaching is less effective, pupils' attitudes to learning vary. This is most noticeable for the most able mathematicians. Sometimes, the tasks they are given do not motivate them well.
- Overall attendance for this academic year is broadly in line with last year's national average. Staff implement effective strategies with parents to support pupils who might be at risk of being frequently absent. Pupils are punctual at the start of the day and when attending lessons during the day.
- Pupils, parents and staff express similar positive views about pupils' behaviour. Parents are sure that staff will listen to any concerns they might have and that subsequent actions will deal with any issues well.

Outcomes for pupils

Good

- This year, pupils across the school are making good progress in each of the core

subjects. Teachers are teaching the well-thought-through curriculum effectively. As a result, pupils are securing key skills and knowledge well.

- Since the previous inspection, there has been rigorous moderation of pupils' attainment, notably at the end of key stage 1. This means that leaders and teachers are confident in agreeing the standards pupils should attain at the end of each year group. Expectations of what pupils can achieve in reading, writing and mathematics are higher and more realistic this year.
- Over the past few years, there has been increased mobility in and out of the school. More pupils are not benefiting fully from the curriculum. This is because they are not able to build on their knowledge and understanding systematically through each year group. Consequently, pupils who attend Welford for long periods of time make the strongest progress.
- This year, most pupils who have been in school since the early years achieved the required standard in the Year 1 phonics screening check. Last year, a similar proportion of the Year 1 cohort achieved the standard. Effective teaching of phonics contributes well here.
- Pupils, including those new to English, make good progress in their reading because each year they build well on previously learned reading skills. They are able to infer what authors are meaning and therefore answer comprehension questions confidently and competently. This supports them well in their understanding of different topics taught.
- Pupils write in different subjects using accurate grammar, punctuation and spelling skills. This helps pupils consolidate these skills. Pupils do not practise their handwriting styles frequently. As a result, their handwriting is variable.
- Pupils acquire problem-solving and reasoning skills well through effective teaching of mathematics. This enables pupils to make good progress through the mathematics curriculum. The most able pupils are not challenged in their work as well as their classmates.
- This year, disadvantaged pupils are making similar progress to their classmates with similar prior attainment. Leaders and staff are very aware of the different barriers affecting individuals' learning. This knowledge helps them tailor teaching which enables pupils to make good progress. This group are yet to attain as well as other pupils nationally.
- This year, pupils with SEND are making more rapid progress when compared with previous years. As a result, an increasing proportion of pupils are attaining the standards expected in each year group in the core subjects.

Early years provision

Good

- Leaders have ensured that the early years provision has improved since the previous inspection. For example, the outdoor environment complements children's learning and play in the indoors well. This helps to ensure that children are educated well in the early years.
- Teaching is effective. Teachers and teaching assistants adapt their work with children

according to how securely children acquire previously taught skills and knowledge. Liaison with pre-school providers is underdeveloped. This means that teaching at the start of the year does not take full account of what children have learned in preschool provisions.

- Staff are very knowledgeable about children's pastoral needs. Staff have established trusting relationships with parents. Communication is strong. Senior leaders ensure that staff promote children's welfare effectively. As a result, children feel, and are, safe and secure learning and playing in the early years.
- Children enter the early years with skills and knowledge often well below what is typical for their age. This year, children's weakest areas of learning were mathematics, writing and personal and social development. Good progress through the early years means that the proportion of children who attain an overall good level of development is in line with that seen nationally.
- Effective provision in the Nursery ensures that children are well prepared for their learning in Reception. Good teaching continues in Reception. Detailed information about the learning needs of this group is not passed on to key stage 1 staff when children transfer into Year 1. This means that learning slows at the start of key stage 1.
- Additional funding is used well to support different groups of children. Disadvantaged children achieve at least as well as their classmates. Pupils with SEND have their needs identified quickly, often with the support of external agencies such as speech and language therapists. Teaching is adapted accordingly.
- There is a strong focus on developing children's oracy and reading skills. Staff are skilled in teaching early reading. Through the teaching day, staff take opportunities to require children to rehearse their speaking and listening.
- Children behave well. Well-established routines, coupled with clear expectations from staff, lead to children knowing what is expected of them. As a result, the early years environment is calm and orderly which enables children to explore their curiosities well.

School details

Unique reference number	103328
Local authority	Birmingham
Inspection number	10088468

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair	Deborah Bonnique
Headteacher	Carol Foster
Telephone number	0121 464 9228
Website	www.welford.bham.sch.uk
Email address	enquiry@welford.bham.sch.uk
Date of previous inspection	24–25 January 2017

Information about this school

- Welford is larger than the average-sized primary school.
- The proportion of pupils who are supported by the pupil premium is above average.
- Almost all pupils come from minority ethnic backgrounds. The largest ethnic groups are Asian or Asian British.
- Two thirds of pupils speak English as an additional language.
- The proportion of pupils with SEND is similar to the national average. The proportion of pupils who have an education, health and care plan is above the national average.
- The early years is made up of a part-time Nursery provision and two Reception classes. There are two classes for each year group in Years 1 to 6.
- The school is a designated 'Fully Accessible Mainstream School' for pupils with SEND. At the time of this inspection, there were five pupils in school with physical disabilities.
- There is an increasing proportion of families moving in and out of the school's locality.

Information about this inspection

- Inspectors observed teaching and learning in every year group. They visited 18 lessons, five of which were observed jointly with senior leaders.
- Meetings were held with pupils, staff, the chair of the governing body and other governors.
- Inspectors met frequently with senior leaders. They also met with a range of other staff with leadership responsibility.
- Inspectors met with a representative from the local authority.
- Inspectors talked to pupils about their reading. They listened to pupils of different abilities read.
- Inspectors examined work in pupils' books from a range of subjects.
- The school's child protection and safeguarding procedures were scrutinised.
- Inspectors looked at a range of documentation written to support school improvement. This included minutes of governors' meetings, and pupils' attendance and behaviour information.
- Inspectors were unable to take account of parental views via Ofsted's online questionnaire, Parent View. This was because there were insufficient responses. They spoke with parents at the start of the school day.
- Inspectors looked at a staff survey which was conducted during the inspection.
- Inspectors reviewed the school's website.

Inspection team

Jeremy Bird, lead inspector	Ofsted Inspector
Sue Parker	Ofsted Inspector
Derek Barnes	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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