

Inspection of Welland Primary School

Marlbank Road, Welland, Malvern, Worcestershire WR13 6NE

Inspection dates: 6 and 7 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Welland Primary School is a calm and orderly place. Pupils are well behaved.

Leaders set high expectations for pupils' behaviour. Staff establish effective routines in classrooms and make sure that pupils follow the school's rules. Pupils move calmly around the school. They are polite and respectful towards adults and each other. Leaders deal effectively with any rare incidents of poor behaviour or bullying so that they stop quickly.

Pupils are happy and safe. They enjoy coming to school, where they 'have fun' and 'learn lots of new things'. Leaders do all they can to ensure pupils attend school regularly, which they do. Pupils demonstrate positive attitudes to learning in classrooms.

Pupils enjoy a range of opportunities that help them to broaden their horizons. These include cooking, tennis, multi-sports and drama clubs. Field trips and other educational visits help to deepen pupils' learning of the curriculum. Visitors to school enrich pupils' learning about, for example, the Stone Age in history or computer coding.

Most parents are very positive about the school. Typical comments from parents describe how their children have grown in confidence since starting at Welland Primary. Parents are also pleased with the high standards and different opportunities on offer.

What does the school do well and what does it need to do better?

In most subjects, leaders have designed an inclusive curriculum that is planned and sequenced towards ambitious end points. Teachers have the subject knowledge and resources they need to teach it well. They present new learning clearly and check how well pupils are learning the curriculum during lessons and over time. They make sure that pupils revisit and build on their previous learning. Staff check for any misconceptions or gaps in pupils' learning and take action to address them. All of this means that pupils learn well.

However, in a few subjects, such as geography and art and design, key knowledge and skills are not as well sequenced as they could be. This means that, in these subjects, teachers are not always clear about what to teach. For example, pupils do not get enough opportunities to learn and practise important drawing skills over time.

Leaders prioritise reading. Pupil reading buddies, a reading club and library visits help pupils to develop a love of reading. Pupils read, and are read to, regularly in class. Phonics is taught daily right from the start of the Reception class. The youngest children settle well to school life. They learn to work independently, take

turns and share. Teachers provide books that match the sounds the children are learning. Anyone who falls behind receives support to help them catch up. Most staff are well trained and they consistently teach early reading well. However, a few members of staff who joined the school recently are awaiting phonics training. They are not as confident as other staff in teaching phonics. They do not help children as well as they might when they are writing letters that represent the sounds they are learning.

Leaders swiftly identify pupils with special educational needs and/or disabilities (SEND). They make sure that pupils with SEND get the help and support they need to be successful in school. For example, external speech and language support is enhanced by support from trained adults in school. This accelerates improvements in pupils' communication. Pupils with SEND are supported to achieve well.

Leaders provide a carefully structured personal development programme for all pupils. Pupils learn about democracy and voting. They learn about religions such as Judaism, Hinduism, Sikhism and Christianity and about celebrations such as Eid and Hannukah. This helps pupils to recognise and respect difference. Pupils know they have a right to be heard. They learn to be active citizens by fundraising in the local community. Pupils have many opportunities to take on responsibilities in school, such as being house captains, librarians and reading buddies. Residential trips allow older pupils to learn about team-building. By working with a science, technology, engineering and mathematics ambassador from a local business and a university researcher, pupils deepen their computing knowledge. In addition, all pupils learn to play a musical instrument. They showcase their talents and celebrate achievements at a 'Welland's Got Talent' event. Pupils are well prepared for life in modern Britain.

Leaders, including trust leaders, are proud of their school and want all pupils to be the best they can be. They identify informed priorities and make regular checks on how well the school is performing. For example, subject leaders make regular checks on how well pupils are learning the curriculum. Staff talk positively about school leaders and the strong sense of teamwork in the school. They value leaders' support to help them manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety and welfare. They make sure staff are trained to identify and respond to any concerns about pupils' safety. Leaders provide a robust response to any concerns that staff raise. They make sure that pupils get the help and support they need to keep safe, including external support if necessary.

Pupils are taught to stay safe when online and when out and about in the community. They learn about healthy, safe relationships and positive lifestyle choices.

Leaders ensure rigorous vetting checks are undertaken on all staff before they start work at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum is not as well sequenced as it could be. As a result, there are inconsistencies in classroom practice and gaps in pupils' knowledge and skills. Leaders should review and improve the sequence of learning in these subjects so that teachers are clearer about what they should be teaching.
- A few recently appointed staff have not yet been trained in the school's approach to teaching phonics. This means they are not as confident as other staff in teaching early reading. They do not always support pupils effectively enough to form letters correctly. Leaders should make sure that all staff have been trained in the school's approach to teaching early reading. They should do this so that pupils are supported to make even better progress.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	146678
Local authority	Worcestershire
Inspection number	10269258
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	Board of trustees
Chair of trust	Tim Sinden
Headteacher	Margaret Smith
Website	www.wellandprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school provides a breakfast club for pupils.
- The school does not use alternative provision.
- The school is part of the Hanley and Upton Academy Trust.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, geography, mathematics and science. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed subject planning in other curriculum subjects.

- Inspectors observed pupils reading to a familiar adult and reviewed reading resources.
- Inspectors reviewed a range of documents published on the school's website.
- Inspectors scrutinised the school's safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors observed pupils' behaviour in lessons and at other times during the day.
- Inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, the designated safeguarding lead, curriculum leaders and representatives of Hanley and Upton Academy Trust.
- The inspectors took account of responses to Ofsted Parent View and staff surveys.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

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