



Welbourne Primary School

Inspection Report

Unique Reference Number 102124
LEA Haringey LEA
Inspection number 276656
Inspection dates 24 April 2006 to 25 April 2006
Reporting inspector Malcolm Johnstone AI

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

Type of school	Primary	School address	High Cross Road
School category	Community		Tottenham
Age range of pupils	3 to 11		London N17 9PB
Gender of pupils	Mixed	Telephone number	02088080427
Number on roll	436	Fax number	02084931168
Appropriate authority	The governing body	Chair of governors	Mr Gary Hartin
Date of previous inspection	13 November 2000	Headteacher	Mr James Lane

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is a large primary school in an area with features of social and economic disadvantage. The pupils represent a very wide ethnic and cultural mix with some 30 different languages spoken. Many of the pupils are bilingual and speak their native tongue in the home. There are above average numbers of traveller pupils, refugees and asylum seekers. Pupil mobility is very high. The proportion of pupils with learning difficulties and disabilities is well above average and eight pupils have a statement of special educational need. A well above average proportion of pupils is eligible for free school meals. Attainment on entry is well below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education which is improving at a good pace. There has been good improvement since the last inspection and the capacity for further improvement is very good. This view of the school is matched very closely by the school's evaluation and the opinions of parents and pupils. The new headteacher has made an excellent start to his headship and is supported very strongly by the senior managers, staff and governors. Many of the initiatives introduced over the past year are beginning to have a good impact but are not yet firmly embedded in practice. The school provides satisfactory and improving value for money.

The results of national tests show that pupils achieve well in reaching average standards, but inspection evidence suggests they could do even better. This is because although the overall quality of teaching is satisfactory, it is inconsistent and hinders pupil progress. The good qualities observed in some lessons in Years 2, 5 and 6 are not yet firmly established in all classes. Provision in the Foundation Stage is sound overall but is more effective in the Nursery. Pupils behave well and their attitudes, personal development, care and guidance are good. The curriculum is satisfactory. The drive to raise standards in English and mathematics has led to a narrowing of the curriculum and pupils have not had enough opportunities to use their skills and broaden their experiences in other subjects.

What the school should do to improve further

- * Strengthen the quality of teaching and learning in the year groups where it is mostly satisfactory
- * Broaden the curriculum to give pupils more opportunities to use and apply their skills in subjects other than English and mathematics

Achievement and standards

Grade: 2

From a very low starting point, children in the Foundation Stage make steady progress. However, few reach the levels expected for their age when they enter Year 1. In Years 1 and 2, pupils achieve satisfactorily overall, although their achievements in Year 2 are better as a result of stronger teaching. Standards remain below average at the end of Year 2. Achievement is good for pupils in Key Stage 2 and progress accelerates significantly in Years 5 and 6. Standards are broadly average by the end of Year 6 but not as high as in the 2005 national tests when the improvement in pupils' results was in the top five per cent of schools nationally. Pupils do well in English where there has been a particularly strong focus. Pupils with learning difficulties and those who are at the early stages of learning English are supported effectively and achieve well. There is no significant variation in the achievements of minority ethnic groups. Pupils who have been in the school longest achieve particularly well. There has been an upward trend in standards and the school meets challenging targets.

Personal development and well-being

Grade: 2

Personal development is good. There is a happy and caring learning environment. One pupil said, 'it's like a big family here, we all help each other'. Relationships are good and this supports learning well. Pupils behave and co-operate well in lessons and during break times and most have positive attitudes to learning, particularly when lessons are stimulating and challenging. Pupils say that behaviour has improved and they feel free from harassment and racism. There is little bullying and when it does occur pupils say they receive good support. Attendance is improving as a result of school initiatives although it is still below the national average. Pupils enjoy coming to school and say that lessons are now more interesting. Spiritual, moral, social and cultural development are good. Pupils have a good sense of right and wrong and show respect for each other. They value the views of others and take part in local cultural activities including festivals and religious events.

Pupils have a good understanding of the importance of leading a healthy lifestyle. The school council participates in decision making and pupils are pleased with their contribution to the life of the school. For example, they offered ideas about the development of the playground. Pupils develop sound basic skills in English, mathematics and information and communication technology skills and are able to work together well in pairs and larger groups. This equips them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Overall teaching is satisfactory. There are examples of good teaching and learning in the Foundation Stage, Years 1, 3 and 4. However, there is not enough good teaching in these year groups and this leads to pupils making uneven progress. Teaching is consistently good and occasionally outstanding towards the end of Key Stage 2 and accounts in large part for the rapid progress, good achievement and attitudes of the pupils. Writing is taught well. For example, in a lesson for Year 6 pupils, excellent use of role play captured pupils' interest and gave them a reason and motivation for writing. Resources are used well across the school and help pupils' understanding. Classroom assistants and support teachers help to boost the progress of pupils with learning difficulties and those who are at the early stages of learning English. In the most effective learning, good use of day-to-day assessment ensures that tasks are matched well to pupils' needs. In the less successful lessons this is a weaker feature of the teaching. Marking is inconsistent across classes. The best marking gives guidance to show pupils how to improve, but not all teachers do this or check that the pupils are following their advice. In a few less successful lessons, expectations of pupils' behaviour are not as high as in most other lessons and this slows the pace of learning.

Curriculum and other activities

Grade: 3

The school, until recently, concentrated on raising standards in English and mathematics, especially in Years 5 and 6. This was successful in boosting pupils' achievements in these subjects but the curriculum lacked the breadth and balance to provide pupils with sufficient learning experiences and opportunities to use their skills in other subjects. The school is aware of this and is taking appropriate action. For example, there are now more extra-curricular activities, cross curricular links and greater coverage of subjects such as music. In conversation with inspectors, pupils spoke enthusiastically about their lessons and the wider range of after school activities. The Foundation Stage curriculum covers the areas of learning effectively. There are good systems to support pupils at the early stages of learning English and those new to school. Pupils with learning difficulties have their needs met well. Provision for pupils' personal, social and health education is satisfactory and improving as the school develops a scheme of work.

Care, guidance and support

Grade: 2

Pupils are cared for well. There is always someone to talk to if they have any problems or concerns. Support for pupils who have learning difficulties and those at the early stages of learning English is good. There are good systems to track pupils' progress in English and mathematics and the school provides effective additional support where needed. The school meets requirements for health and safety including regular risk assessments. Child protection arrangements are good and the school works well with other agencies to support vulnerable pupils. There are effective partnerships with other local schools to ensure smooth transition of pupils both in and out of the school.

Leadership and management

Grade: 3

The headteacher has made an excellent start to his leadership. Following on from the interim headteacher he has given greater power to the senior management team and middle managers in order for them to evaluate and develop their roles. He and the senior managers have a very good understanding of the needs of the pupils and where improvement is needed. This is reflected in the good school improvement plan. The leadership team is aware, for example, of the need to extend the curriculum to make learning more relevant and to enable pupils to apply their skills across all subjects. The headteacher has an accurate understanding of the strengths and weaknesses of his teachers based on astute observations and detailed discussions. Some of the best practice in teaching is now being shared, but there is greater scope for extending this to the less confident teachers. Many of the promising new initiatives are not yet embedded in the work of the school and inconsistencies remain, for example, in rates of progress in some year groups and in the use of day-to-day assessment to match work more closely to pupils' needs.

Relationships with parents and the community are already having a positive impact. Parents are very impressed with the new leadership. As one parent said "We are made to feel very welcome in school now." Pupils and parents talk of the improvement in behaviour and attitudes in recent months as a result of measures to improve arrangements at playtimes and lunchtimes.

The governors, led by a very perceptive chairperson, are very aware of the importance of good leadership. The appointment of an effective interim headteacher gave them additional time to choose the new headteacher. Financial management is secure and the management seeks to make the best possible use of resources.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

We have just finished inspecting your school and I would like to tell you what we found. Your school is doing well in many areas but could be even better.

We were made to feel very welcome and particularly enjoyed talking with you. It is clear that you are proud of your school and enjoy being at Welbourne Primary. It was good to see all the interesting things that you do in class and at other times. You behave well and it was particularly pleasing to see how well you all get on together and help each other. You know about keeping healthy and which foods are good for you. We know that your teachers and other visitors to the school tell you about keeping safe and who to turn to if you are being bullied or hurt in any way.

Your headteacher and all the teachers care very much about you and we know that they will always listen when you need help with your work and at other times. You are all doing well with your English and mathematics and we have asked your teachers to help you do even better. You have told us how there are now more interesting things happening, particularly in English and we have asked the headteacher to make sure that this happens even more in all the other subjects.

Best Wishes

Malcolm Johnstone

Lead Inspector