



# Welldon Park Middle School

## Inspection Report

**Unique Reference Number** 102221  
**LEA** Harrow LEA  
**Inspection number** 276676  
**Inspection dates** 10 May 2006 to 11 May 2006  
**Reporting inspector** Jane Wotherspoon

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

<b>Type of school</b>	Middle deemed primary	<b>School address</b>	Wyvenhoe Road
<b>School category</b>	Community		South Harrow
<b>Age range of pupils</b>	8 to 12		Harrow HA2 8LS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02084224304
<b>Number on roll</b>	210	<b>Fax number</b>	02084220204
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr John Skipworth
<b>Date of previous inspection</b>	29 January 2001	<b>Headteacher</b>	Mr M Courtier

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

Welldon Park Middle is smaller than most schools. It has many more girls than boys. Its pupils come from a wide variety of cultural and ethnic backgrounds. A high proportion, 60%, speaks English as an additional language though less than 10% are at the early stages of learning English. Pupils join the school at different times, some directly from abroad. A quarter of pupils are refugees or asylum seekers. The proportion of pupils having free school meals is broadly average. A higher than average number of pupils has a statement of special education need.

## 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 is satisfactory with good features and gives satisfactory value for money. The school's own view that it is good is over generous. It has the capacity to be good, but is not there just yet. The ethos of care is very strong and, as a result, relationships are outstanding. The school is particularly successful in supporting pupils who arrive from other countries. Racial and cultural harmony is exceptional and exemplified by one girl's comment to inspectors that, 'We accept people as they are and welcome them wherever they come from'. Parents, too, are positive about the schools' work. There are strengths in the way the school supports pupils' spiritual, moral, social and cultural development. This helps them to grow into caring and responsible young people.

The quality of teaching is satisfactory and improving, with some that is good. Pupils are beginning to make good progress in lessons. However, improvements are recent and not yet having an impact on raising pupils' achievement over time, which is satisfactory. Standards are broadly in line with those attained nationally. There is more to do to improve the quality of teachers' planning, especially in meeting the needs of more able pupils. Teachers' marking and feedback to pupils is too variable in quality and regularity.

Leadership and management are satisfactory overall. Under the good guidance of the headteacher, many changes have been made to teachers' planning, to assessment and to target-setting. Subject leaders are becoming accountable for the standards pupils achieve although there is scope to develop their monitoring role further. More could be done to analyse performance data further to track the progress pupils make and to set more challenging targets

### What the school should do to improve further

- Improve teachers' use of assessment information to plan more challenging tasks for higher attaining pupils
- Make more effective use of performance data to track pupils' progress and to sharpen the target-setting process
- Develop the role of subject leaders in monitoring and evaluating the quality of provision, including teachers' planning and marking, and the standards pupils achieve in their subjects.

## Achievement and standards

### Grade: 3

Most pupils start school in Year 4 with the skills and knowledge expected for their age. However, weaknesses in their writing skills follow them through the school. Even older pupils use simple writing structures and vocabulary, although technically their work is reasonably accurate. The school is tackling these weaknesses by giving pupils more opportunities to do longer pieces of writing and to use different styles of writing.

However, the school is yet to develop a consistent approach to handwriting and to set high expectations of the presentation of pupils' work.

Results in tests in English, mathematics and science at the end of Year 6 are broadly average, but with some variability from year to year between the subjects. Pupils generally meet the modest targets set for them in English and mathematics, and these could be more challenging. Pupils made good progress in some lessons seen during the inspection but the school's data show that their achievement over time is satisfactory.

Pupils with special educational needs make good progress at achieving the small, stepped targets in their individual educational plans. Frequently, pupils join the school directly from other countries and speak little or no English. These pupils make good progress in learning English and quickly gain confidence with the language because of the good support from staff and from their classmates. They then make progress similar to other pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils speak with pride about their school: they enjoy coming to school and taking part in the good variety of activities on offer. Attendance is good. Pupils behave well and support each other. They are confident, friendly and courteous. Outstanding relationships between pupils from diverse backgrounds create an exceptionally harmonious community. They have a high level of respect for, and understanding of, each other's cultural heritage. Pupils' ability to reflect on their feelings was very evident in an assembly where they discussed how to be kind to each other.

Pupils accept responsibility willingly; older pupils help younger ones in the First School with reading and games. School council members take seriously their responsibility for representing the views of others and for making decisions about how to improve the school environment. The school's emphasis on pupils working together and their basic skills in English, mathematics and using computers prepares them well for their future lives. Pupils are aware of their responsibilities to consider the needs of others through fund-raising activities for BBC Children in Need or Water Aid.

Pupils know how to keep safe and healthy. The 'anti-bullying squad' act as mediators when pupils have disagreements. Pupils in Year 4 have written about how to deal with bullying as part of an anti-bullying campaign. Pupils are aware of the importance of healthy lifestyles, talking confidently, for example, about why they should eat fruit and vegetables, and take plenty of exercise.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is satisfactory with some good features. All lessons have clear learning objectives that are shared with pupils at the start and reviewed at the end. Pupils talk readily about the 'success criteria' for lessons and their involvement in evaluating what they have learnt by the end of a lesson gives them a strong sense of their own learning. A strong feature is the good relationships shared between adults and pupils. Without exception, classes are well managed. Teaching assistants are deployed effectively and give pupils good support to help them learn. Teachers foster pupils' social skills and independence with good opportunities to work co-operatively in pairs and groups. This has a positive impact on pupils' personal development.

The format for lesson planning is continually improving as a result of regular monitoring and feedback from the headteacher, but at times the 'success criteria' are too broad. Teachers plan regularly, and successfully, to adapt tasks for pupils who learn at a slower pace. However, there is not always enough challenge planned for pupils who could achieve more and teachers' expectations of them could be higher. Pupils have termly targets, which they help to set. Some targets are too broad and this makes it difficult to measure when they have been achieved. The strategy of asking pupils to assess their own work, and that of others, by saying 'what went well' and how the work would be 'even better if' is a positive way of developing pupils' understanding of what makes a piece of work good. However, this is not complemented sufficiently by teachers' own marking which is inconsistent, both in quality and regularity.

### Curriculum and other activities

#### Grade: 2

The school provides a rich curriculum with significant strengths in provision for pupils' personal, social, health and citizenship education. This contributes effectively to pupils' understanding of health, safety and well-being. A wide range of enrichment activities include sports, cookery, gardening, information and communication technology (ICT) and many more that bring enjoyment to pupils' learning and raise their self-esteem. A particular strength is the impact of working in mixed-age groups on pupils' social development. The school is innovative in developing pupils' ability to take responsibility for their own learning through the 'Building Learning Power' project. This has a positive impact on pupils' attitudes to learning. Provision for pupils who are gifted and talented is in the early stages of development.

Pupils' work shows effective links between subjects such as art, history and design and technology. The school's focus on improving pupils' writing is not systematically developed through other subjects. There is room for further development of computer skills and mathematics through other subjects. A good range of visits, such as to museums and galleries, and residential trips make learning real and enjoyable whilst promoting pupils' cultural development.

## **Care, guidance and support**

### **Grade: 2**

The outstanding relationships between staff and pupils underpin the school's good level of care, guidance and support. All staff have been trained in child protection and procedures are updated regularly. Pupils are taught how to keep themselves safe and to deal with difficult situations. Assemblies and circle times are used well to focus on issues such as feelings and relationships. Pupils are confident that they are looked after well. Although rare, they say that staff will respond quickly to any incidents of bullying or disagreements that pupils cannot resolve for themselves. Pupils with learning difficulties are identified quickly and supported effectively through the strong partnership the school shares with a range of external agencies. Parents are confident that their children are safe at school and most are happy with the progress they make. There are very good procedures for supporting pupils when they start school. Effective links with local schools helps to smooth transition into school and for those moving on to secondary schools.

## **Leadership and management**

### **Grade: 3**

The headteacher gives good leadership, especially in establishing a very positive ethos of care in which pupils' personal development and racial harmony feature strongly. Since taking up the post two years ago, he has introduced many changes to systems for planning, assessment, and target setting based on an accurate evaluation of the quality of teaching. These improvements need more time to become embedded in practice in order to have an impact on pupils' achievement. He is supported well by his deputy who, as a class teacher, has pioneered many of the changes. However, her workload is too heavy to enable her to follow through everything she has to do. A good framework, introduced last year, guides subject leaders in evaluating provision and has raised awareness of their accountability. There is more to do to develop these leadership roles.

The school's systems for evaluating its successes and areas for improvement are satisfactory and take good account of the views of pupils and parents. The school improvement plan sets out clear actions with appropriate time frames. However, the criteria by which staff and governors can evaluate improvements are not sharp enough, or related closely enough, to pupils' achievement. There is scope for managers to make greater use of data analysis to track the progress of individual pupils and to set more challenging targets. Governors have a good understanding of the strengths and weaknesses of the school. Their involvement in strategic planning and in holding the school to account for the quality of provision is satisfactory.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	NA	NA
The effectiveness of the school's self-evaluation	3	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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	Yes
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**

Children

As you know, we have just finished inspecting your school and I am writing to tell you what we think. We were very pleased to see all the good things that you do. You made us so welcome and we very much enjoyed meeting you. A special 'thank you' to those of you who came to tell us what you think of the school.

You told us that you enjoy school and we can see why! It was good to see how exceptionally well you get on with each other and how you support each other, especially those children who are new to your school. You behave well and you work hard. Well done! You told us that bullying is rare but it is good that you know what to do, and who to turn to, if there are problems. We were pleased to see that you know how to keep yourselves healthy; you know why you should eat fruit and vegetables and take plenty of exercise. Those of you on the school council take your responsibilities seriously and it is good that you try to improve the school for everyone. The fundraising you do helps you to think of others. Mr Courtier and all the staff work hard to give you lots of interesting things to do and learn. You are lucky to have so many different clubs to go to and the activities you do in 'community groups' are very interesting. The adults in the school look after you well.

You are getting good at identifying w.w.w and e.b.i in your own work and we have asked that teachers make sure they check your work more often. We also think that some of you are capable of having harder work. We have asked Mr Courtier and the staff to look more closely at how well you are doing, how quickly you are learning new things, and what else you need to do to improve your work.

Best wishes,

Jane Wotherspoon

Her Majesty's Inspector