



Welland Primary School

Inspection Report

Unique Reference Number 116744
LEA Worcestershire
Inspection number 279887
Inspection dates 28 February 2006 to 28 February 2006
Reporting inspector Peter Callow AI

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

Type of school	Primary	School address	Marlbank Road
School category	Community		Malvern
Age range of pupils	4 to 11		Worcestershire WR13 6NE
Gender of pupils	Mixed	Telephone number	01684 310246
Number on roll	136	Fax number	01684 310246
Appropriate authority	The governing body	Chair of governors	Dr Michael Smith
Date of previous inspection	19 June 2000	Headteacher	Mrs Gill Callaghan

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small primary school is at the heart of the village of Welland, south of Malvern. Just over a third of its pupils come from outside the village. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties or disabilities is 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

This improving school currently makes satisfactory provision for its pupils overall but there are good features and its effectiveness is improving. It gives satisfactory value for money. The school's self-evaluation of its overall effectiveness is accurate in many aspects but it has a slightly rosier view than the inspectors. Although the school is improving the pupils' progress is mainly satisfactory and its performance is not yet as strong as it used to be. Recent use of assessment data is enabling school leaders to have a better understanding of how well it is performing.

The quality of teaching is satisfactory overall with some good teaching. It is consistently good in Years 1 and 2. In Years 3 to 6 there are some inconsistencies in teachers' expectations of what higher attaining pupils can do and in how much work is covered which hampers some pupils' progress. Pupils' personal development and well-being is good. Pupils are well cared for in a safe, secure and stimulating environment. They are happy to come to school and the good curriculum ensures they enjoy a wide range of learning opportunities.

Provision for the Foundation Stage is good. Their achievement is mainly satisfactory but it is better in communication, language and literacy because of the intensive work by teachers to remedy the weaknesses and in this area of learning progress is good. By the time they enter Year 1 pupils are at least reaching the goals they need to start the National Curriculum and many do better. In the rest of the school the smaller than average year groups produce some variation in standards and the latest results show they are average by Year 6 and progress is mainly satisfactory. The exception is English where the good progress in Years 1 and 2 results in above average standards by Year 2. However, a few higher attaining pupils are not reaching the standards of which they are capable.

Leadership and management are satisfactory overall with some good features, the headteacher provides good leadership to the school and the staff and governors are committed to improvement. Following the last inspection, procedures for checking teaching were established, but they are not yet refined enough to help ensure all pupils have work that is fully matched to their needs, particularly the higher attainers. The school has made particularly good improvement to the behaviour and listening skills of pupils in Years 1 and 2 since its last inspection. It has the capacity to improve further.

What the school should do to improve further

- Help teachers plan work and set tasks that provide the right level of challenge, particularly for higher attainers in Years 3 to 6, so that lessons maintain at a good pace.
- Use assessment information better, so that teachers can accurately pinpoint pupils' progress and identify what they need to do to improve.

Achievement and standards

Grade: 3

The pupils' achievement and standards are satisfactory overall with some good aspects. Pupils with learning difficulties make good progress but a few higher attaining pupils are not making the progress they should.

When pupils start school their knowledge and skills are generally better than expected for their age with the exception of communication, language and literacy skills where there are weaknesses. However, the good teaching that helps pupils link sounds with letters is enabling them to make good progress in this area of learning. They make satisfactory progress in other areas so that by the end of the Foundation Stage, standards are better than expected for their age.

The focus on improving pupils' literacy skills continues into Year 1. As a result of good teaching, pupils sustain good progress in reading and writing, so that standards are above average by the end of Year 2. Pupils make satisfactory progress in mathematics, and standards are broadly average. Effective strategies to improve progress in mathematics are being implemented and are already beginning to show a positive impact on standards.

Standards by the end of Year 6 are currently average reflecting last year's national tests, which show a dip on other years when they have been higher. This reflects the variability in smaller year groups and over time the standards reached by Year 6 pupils have sometimes been above average and sometimes well above average. Challenging targets are set for most pupils. Progress is mainly satisfactory for the majority but a small number of higher attaining pupils do not always make the expected progress when the work they are set is not challenging enough. By contrast pupils with learning difficulties are provided with work that is closely matched to their personal needs resulting in good progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy school, which is reflected in their good behaviour and attendance levels. The school is right to judge these aspects as strengths. Pupils have positive and sensible attitudes. The youngest children give each other a silent cheer and warm encouragement when participating in pancake races in the hall. Older pupils understand the importance of eating healthily and very much enjoy the sporting activities during the lunch break. Members of the school council and the eco council are involved in making decisions, which affect all pupils. These include organising a 'fun' event every term.

Pupils raise considerable funds for charities and displays around school celebrate their generosity, including support for children in Africa. All pupils take responsibility for keeping their school clean and tidy. They are enthusiastic recyclers. Pupils love getting involved in their local community and join in village activities regularly.

The staff are finding ways for pupils to become more independent within lessons and less reliant on adults. The very positive relationships reflect the good standards in social and personal development and in pupils' individual well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall with some good teaching. The teaching of reading and writing in the Foundation Stage and Years 1 and 2 is good and helps pupils overcome the difficulties they have when they start school. Teachers make good use of the effective teaching assistants, particularly to support pupils with learning difficulties so they achieve success. In a few lessons in Years 3 to 6 there was a lack of pace and challenge for some higher attaining pupils because the work planned and set tasks did not provide the right level of challenge.

Lesson planning is detailed and teachers make constant reference to learning objectives throughout lessons so pupils understand what is expected of them. Despite this, some older pupils lack an awareness of what they need to do to make good progress. This is because their personal targets are sometimes too general. In some pupils' mathematics work, comments such as 'work more neatly' did not help pupils to know how to extend their knowledge and skills in this subject. Systematic marking identifies what pupils have achieved but less frequently helps pupils, particularly higher attainers, to be aware of their next steps in learning. Teachers use a wide range of questions to try to involve all pupils, but some are reluctant to contribute a response. The school is aware that pupils are not fully independent in their learning and are addressing this effectively through the 'Learn to Learn' Project.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that enables the school to meet the needs of its pupils. Good initiatives to extend the range of learning opportunities with the introduction of a modern foreign language or by involving pupils in the young Shakespeare workshop or junior engineering club contribute to pupils' enjoyment. The curriculum meets the needs of pupils with learning difficulties well but sometimes the activities planned by teachers are less effective in fully meeting the aspirations of all higher attainers.

The curriculum has a strong focus on developing personal, social, health and citizenship education. A wide range of additional activities provides good enrichment. Pupils told inspectors that they especially enjoy the music such as playing instruments and attending music festivals and they readily take part in sporting clubs. These opportunities are a strength of the school. Outdoor activity weekends for those in Year 4 and Year 5 together with a longer residential visit in Year 6 help pupils develop their personal and social skills successfully.

Care, guidance and support

Grade: 2

The care, guidance and support pupils receive are good overall. The care of pupils is good. Teachers and support staff know the pupils well and issues relating to welfare are addressed promptly. Every child's progress is checked and pupils receive verbal feedback about their work. Support for pupils with learning difficulties is good but that for the higher attainers is insufficient at times for some of them to make the best possible progress. The school recognises the need for more opportunities to involve pupils in assessing how well they are doing and for assessment by their peers of pieces of work.

An effective whole-school approach to behaviour management is having a positive impact on standards of behaviour. There have been no incidents of racism. Effective links with outside agencies give beneficial support to pupils with learning difficulties. Procedures and routines to ensure pupils' welfare, including attention given to their health and safety, are good features. Child protection arrangements are secure and training needs well met. Teaching assistants and midday supervisors are sensitive to the needs of all pupils and support them well.

The school has identified the promotion of pupils' understanding of learning styles as an area for development and a good start is being made in encouraging pupils to develop good learning skills.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall with some good features. The school has generally made sound progress since its last inspection but has done well in improving the behaviour of younger pupils. Although inspectors agree with most aspects of the school's own self-evaluation it has an over-generous view of its effectiveness because at present the progress of most pupils is satisfactory. However, its evaluation procedures are improving as more focus is given to the use of data to assist school improvement planning, monitoring and review. This, together with the positive working relationships of the committed staff team and the good leadership of the headteacher, means that the school has secure capacity to continue to improve. There is a determination to have better achievement and standards but the school has some work to do to fully achieve these aims.

The performance of pupils is not always analysed carefully enough to identify strengths and weaknesses in teaching and learning. However, strategies such as those to improve the language skills of the youngest pupils have been put in place as a result of recent data analysis. They are now having a positive impact.

The governing body is active in its support of the school and ensures that all statutory requirements are met. There is a culture of critical awareness and the governors hold meetings to review practice and act on any changes they consider are required. Good links exist with parents, who have confidence in the school and support it well.

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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	2	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

How well do learners achieve?	3	NA
The standards ¹ 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

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	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	3	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?	2	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	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	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

1 March 2006

Dear Children

We enjoyed visiting your school recently. Thank you for talking to us and explaining about your work and what you enjoy doing at school. There were many things that we liked about your school and I am sure you would like to know what they are. It was evident that you enjoy school because you behave well and your attendance is good. We liked the way you care for one another and have fun together. You are given lots of opportunities to learn from other activities, apart from lessons, particularly music and sport because your curriculum is good. You are learning to have healthy and safe lifestyles and take responsibility for others.

The adults know you well and look after you carefully. They provide you with good support when you need it and advice about your work. However, some of you were unsure about what you needed to do to improve your work and we have asked your teachers to give you more help with this task. You have a good headteacher who is keen to see that you do as well as you can and we have asked her to help some of the teachers make sure that some of the faster learners have harder work and that you all have plenty of tasks to do during lessons. Your teachers work hard and try to make your activities interesting. As they work with you they gather information about your progress. We have asked the teachers to use this information carefully when planning future tasks. This will make sure that all your lessons challenge you to learn as much as you can and you will make faster progress. The headteacher, members of staff and governors have already started the work to make your school even better and we are sure they will succeed very soon.

Yours sincerely

Mr P Callow Lead Inspector