

Welbourne Primary School

Inspection report

Unique Reference Number	110749
Local Authority	CITY OF PETERBOROUGH
Inspection number	288761
Inspection dates	19–20 June 2007
Reporting inspector	Sue Hall

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	166
School	
Appropriate authority	The governing body
Chair	Mrs Rachel Smith
Headteacher	Mr Giles Civil
Date of previous school inspection	19 November 2001
School address	Goodwin Walk Werrington Peterborough Cambridgeshire PE4 6NR
Telephone number	01733 576642
Fax number	01733 750865

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a slightly smaller than averaged size primary school near Peterborough. The majority of pupils are of White British heritage, with around one fifth from other backgrounds. A small number of pupils do not have English as their first language. There are a very small number of refugees, asylum seekers and looked after children. The school has a larger proportion of pupils with learning difficulties or disabilities than average, including those with a statement of special educational need. During this academic year the school has had an acting headteacher and acting senior management team. The school has Health Promoting Schools and Racial Equality Awards, and a Basic Skills Quality Mark.

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. This year has been a period of change in several areas including leadership and management. The majority of parents are pleased with what is provided for their children. The school offers satisfactory value for money and has satisfactory capacity to improve.

Pupils enter the school with skills and knowledge that are slightly below average for their age particularly in early reading and writing. The progress that children make in the Foundation Stage has improved this year and is good, so that many about to enter Year 1 have achieved the targets expected for their age. However, while most pupils in Key Stage 1 make satisfactory progress, by the end of Year 2 standards are below average. In Years 3 and 4 progress is less secure and standards are not high enough. In Years 5 and 6 progress is good, so that by the end of Year 6 standards are largely in line with the national picture and a growing number of pupils reach the higher levels. However, because of the variation in progress, the achievement of pupils from all backgrounds is no more than satisfactory overall. Pupils do not make as much progress in English, especially in their writing, as they do in mathematics and science. This is largely because the basic skills of reading and writing are not secure, and make a limited contribution to pupils' future economic well-being.

Pupils' personal development is satisfactory. While most behave well and enjoy school the behaviour of several is thoughtless. Pupils have satisfactory understanding of how to stay safe and lead a healthy lifestyle, but there is much to do to persuade them of the benefits of drinking water regularly and of a healthy packed lunch. Pupils make a positive contribution to the school and local community including through the school council.

The curriculum is satisfactory and the school has started a programme to enrich learning through themes and topics including visits and after-school activities. The quality of teaching and learning is satisfactory though very variable, especially within Key Stage 2. Most staff have a satisfactory understanding of pupils' needs. Where teaching is weak, this is because the management of behaviour is ineffective. The care, guidance and support of pupils are satisfactory overall. In the last year the school has extended and improved the way it checks and tracks the progress pupils make. However, the range of information available is not always used well enough to ensure a consistent level of challenge. The school has systems to carry out risk assessments and health and safety checks but these are not rigorous enough in identifying and addressing all areas of concern.

Leadership and management of the school are satisfactory. With the support of the local authority, senior staff have recognised many of the areas for development and started work designed to bring about improvement especially in Years 3 and 4. However, school self-evaluation is overly generous. Governance is satisfactory and governors are keen to ensure all statutory requirements are identified and met. There are very well advanced plans to develop part of the school as a learning centre for use by the community. Staff have worked hard to develop the soon-to-be-opened autism unit and the school website, which is now an effective tool in keeping everyone informed.

What the school should do to improve further

- Raise standards in writing across the school.

- Ensure that all teachers manage behaviour consistently and make full use of the range of assessment information to provide a consistent level of challenge in teaching and learning.
- Make sure that all risk assessments and health and safety checks in and around the school are completed and acted upon.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children enter the Foundation Stage with a range of early learning experiences. The school has a good system for checking initial skills. This indicates that pupils have average personal and social skills but those in early reading and writing are below average. Pupils now make good and occasionally excellent progress in their first year in school in all areas of their development. When they enter Year 1, their skills, knowledge and understanding are generally in line with expectations for their age.

In Years 1 and 2 pupils make satisfactory overall progress although this is often not as good in reading and writing as in mathematics. In Years 3 and 4 progress is at times inadequate because the quality of teaching is not consistently good enough. School assessment information and inspection observations show that over several years pupils have made much better progress in Years 5 and 6 and therefore often catch up with the standards expected for their age. While all pupils, including those with learning difficulties and those who speak English as an additional language make satisfactory overall progress, pupils do not do as well in English, and especially in writing, as in mathematics. There is no significant difference in the achievement of boys and girls.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Many pupils enjoy coming to school, but there is a small minority whose attendance is not good enough and many who arrive slightly late. Behaviour in lessons is satisfactory overall whilst ranging from very good to unsatisfactory, which explains a few parents' concerns about behaviour. Although pupils identify isolated instances of bullying, inspectors saw little evidence of this during their visit. Pupils understand what is meant by a healthy lifestyle and know the value of exercise, but more remains to be done to convince them of the benefits of a healthy diet. They are eager to take advantage of the opportunities to attend activities offered outside lesson times to extend their interests and abilities. There is a keen and enthusiastic school council which enables members to take responsibility for developing their school community, for example in improving the range of equipment in the playground. Pupils' moral and social development is good and their spiritual and cultural development is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning, whilst satisfactory overall, range from occasionally outstanding in the Foundation Stage to inadequate at times in Key Stage 2. Staff generally have good relationships with pupils, who are mostly keen to please and do well. Where teaching is most successful this is because staff, especially in the Foundation Stage and Year 6, have high expectations of pupils and make effective use of the good range of assessment information to extend learning. Where teaching is less successful, staff do not use such information well enough to plan activities that interest and challenge the pupils. Staff often miss opportunities to involve pupils more in their own learning, for instance by encouraging them to discuss their ideas with a partner. In some lessons pupils spend too long sitting on the carpet listening to adults instead of doing practical activities. As a result pupils sometimes lose concentration or misbehave, and staff do not always deal well enough with such situations.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The strong focus on learning through play in the Reception class captures pupils' interest and sets secure foundations for future learning. This feature is not fully capitalised on in the rest of the school. Recent work to strengthen the provision for English, mathematics, science and information and communication technology (ICT) is beginning to raise standards, but not quickly enough in writing. The gradual introduction of a more creative curriculum which puts greater emphasis on the active development of pupils' basic skills through topic work is proving popular with pupils. They benefit from the increased relevance and enjoyment in their learning. Pupils with learning difficulties or disabilities are well catered for. Those with little or no English when starting school are soundly supported, but the school has no separate policy or published arrangements for meeting their needs. Enrichment of the curriculum through educational visits, visitors, after-school activities and community links is good.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. The strongest element is the everyday care and support provided. Pupils value this, though also indicate that the school's procedures to promote good behaviour and safety are not always consistently applied by all adults. Policies and procedures for safeguarding children are in place, but there is a lack of thoroughness in ensuring that risk assessments and health and safety checks are regularly and rigorously carried out and that all records are kept up-to-date. There are good links with outside agencies and with the local community to support pupils' learning and welfare. Academic guidance overall is only satisfactory because the school does not make enough use of the information it gathers about pupils to promote improved learning. The good practice provided for pupils with learning difficulties or disabilities is not consistently replicated for all pupils.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory overall. The local authority has worked with staff through a programme of intensive support to help improve planning, teaching and learning. The focus on literacy is starting to make a positive impact on achievement. Senior staff are generally aware of the main areas for further development and share a commitment to raising standards. However, the way this is to be achieved is sometimes less clear. During this year there have been improvements in assessment routines and the tracking of pupils' progress. This puts staff in a better position to identify areas for further improvement, but such information is not always used to best effect. The acting headteacher and deputy have opportunities to monitor the work of the school. However, at times their monitoring is supportive rather than rigorously evaluative in identifying further areas for improvement. Governance of the school is satisfactory.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

21 June 2007

Dear Children

Inspection of Welbourne Primary School, Peterborough, Cambridgeshire, PE4 6NR

Thank you very much for looking after us when we visited your school recently. We enjoyed speaking to you in lessons, at lunchtime, in the playground and at the meeting with the school council.

These are the things that we found are best about your school.

- The youngest and oldest pupils make good progress.
- Most of you enjoy school, behave well and try hard.
- There are good links with other schools and organisations which make the curriculum interesting.

These are areas that we think could be improved.

- Staff could help you make more progress in your writing.
- Teachers could plan work that is a bit harder for you.
- Senior staff and governors need to check that everything in and around the school building is well maintained to make sure it is always a safe and comfortable place to learn and play.

Thank you again for being so helpful and friendly towards us. Most of you try to contribute well to the life of the school and the local community. You can help the school even more by arriving on time, behaving well and thinking hard about the choices you make for packed lunches.

Yours sincerely

Sue Hall

Lead Inspector