



# Welton Church of England Primary School

Inspection Report

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**Unique Reference Number** 122001  
**Local Authority** Northamptonshire  
**Inspection number** 292287  
**Inspection date** 8 November 2006  
**Reporting inspector** Peter Callow

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

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<b>Type of school</b>	Primary	<b>School address</b>	Well Lane
<b>School category</b>	Voluntary controlled		Welton
<b>Age range of pupils</b>	4-11		Daventry NN11 2JZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01327 703177
<b>Number on roll (school)</b>	128	<b>Fax number</b>	01327 301864
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Susan Davies
		<b>Headteacher</b>	Yvonne Watts
<b>Date of previous school inspection</b>	22 April 2002		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This oversubscribed rural school serves the villages of Welton and Ashby St Ledgers, but more than half of the pupils come from outside these communities. The proportion of pupils with learning difficulties is a little below average, but a higher than average and increasing proportion of pupils join or leave the school other than at the usual time. A small number of pupils are eligible for free school meals. The school has undergone significant changes of leadership since the previous inspection, with three different headteachers in the last six years. The present headteacher has been in post for two years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Welton Primary School is an outstanding school. The outstanding leadership and management ensure that it successfully combines a very caring family atmosphere with exceptionally high academic standards. The achievement of pupils between entering and leaving the school is outstanding. The vast majority of parents are of a similar opinion. As one parent said, 'It is a safe, friendly and welcoming school where the children reach excellent standards.' Parents talk eagerly about the effective partnership between themselves and the school and the high standing it has in the community.

Children entering the Reception class quickly start to make good progress because of the extensive range of opportunities that the teacher uses to get to know these young learners before they start school. They have outstanding provision because the staff recognise the individual needs of each child.

Outstanding teaching and learning and an excellent curriculum continue as pupils move up through the school. Teachers plan their work extremely effectively. As a consequence, tasks are interesting and well matched to pupils' different abilities and all groups make at least good progress, and sometimes outstanding progress in lessons. Less progress, however, is made in writing than in reading, particularly by more able boys. Adults engage pupils well through highly skilled questioning and often give excellent oral feedback in lessons about how they can improve their work. The quality of marking of pupils' written work, however, does not always challenge pupils sufficiently to reach an even higher standard.

The curriculum is outstanding because of an increasing variety of imaginative approaches, including special events such as 'Science Week', which make learning relevant and fun for pupils. As one pupil commented, 'The lessons are practical and really interesting.' Whilst these approaches are proving highly effective in linking different subjects together, there are not yet enough opportunities for pupils to practise their writing skills.

The school's commitment to pupils' personal development and well-being and their care, guidance and support ensures that these areas too are outstanding. As a consequence, pupils enjoy school enormously and feel safe and secure. Pupils behave well, and their attitudes to their work, to each other and to all members of staff are exemplary. They take on considerable responsibility with enthusiasm and success. They play a prominent role not only helping in school but in village events, like dancing at the fete, and also in the wider community, such as raising funds for The Children's Society.

Excellent leadership and management by the headteacher, combined with that of the assistant headteacher and governors, result in a very high quality of self-evaluation. This is a major strength of the school and ensures that it continues on its journey of improvement. Its leaders are not complacent and they have the exceptional capacity to make this outstanding school even better.

## What the school should do to improve further

- Improve the quality of pupils' writing, particularly that of more able boys.
- Provide more opportunities for pupils to develop their writing skills in different subjects and give them clearer written feedback on what they need to do to improve.

## Achievement and standards

### Grade: 1

Pupils' achievement is outstanding and standards are very high. Pupils of all abilities make at least good progress and nearly all make outstanding progress between the time they enter school and when they leave in Year 6. Children generally enter the Reception class with standards that are normally expected. They make good progress across all the areas of early learning and outstanding progress in communication, language and literacy. The great majority of children meet all of the goals for learning expected by the end of the Reception Year.

Pupils continue to make good progress in Years 1 and 2. For a number of years standards were above average, but they improved in 2005 and again in 2006. They are now exceptionally high at the end of Year 2, although pupils' skills in writing are not quite as good as those in reading. Overall, standards at the end of Year 6 were above average in 2006, but have been exceptionally high in most years since the previous inspection. Pupils make consistently outstanding progress in Years 3 to 6, except in writing where a small number of pupils, particularly the more able boys, do not always reach the standards of which they are capable.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. When asked why they enjoy coming to school so much one pupil said, 'The staff make the school good; they are helpful and look after us.' Pupils also acknowledge that the good behaviour and friendliness of others help them to feel very happy and safe in school.

Pupils are developing an excellent understanding of what it means to lead a healthy lifestyle and keep safe through a wide range of imaginative approaches. For example, older pupils are really excited about their responsibilities as road safety committee members. Pupils are highly responsible and make a major contribution to school life, particularly through the school council. For example, they have decorated the toilets and brought about changes to sports day. These sorts of opportunities and pupils' excellent attitudes to each other and to their work, combined with a high level of basic skills, mean that pupils are very well prepared for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The main reason why pupils make such good progress is because they receive consistently good teaching throughout the school, with a good number of outstanding lessons. Pupils talk with a great deal of understanding about what they are learning and receive excellent support from teaching assistants. Pupils' outstanding attitudes to their work result in them applying themselves extremely well when working both independently and cooperatively.

Pupils often receive excellent oral feedback during lessons which helps them to improve. When older pupils get informative written comments in response to a task, these too enable them to do better. However, teachers do not always give pupils a clear enough indication of how they can improve their writing.

### **Curriculum and other activities**

#### **Grade: 1**

A major initiative to make learning more relevant for pupils has brought significant improvement to the curriculum which now really motivates and inspires the pupils. 'Focus Weeks', such as Cultural Awareness Week, and 'Focus Days', such as French Day, have been successful in bringing the different subjects of the curriculum together as well as enabling pupils to enjoy their learning even more and make very good progress. Whilst this approach has recently been extended into teachers' daily planning there are not yet enough opportunities built in for pupils to develop and practise their writing skills.

This increasingly exciting and creative curriculum, combined with a wide range of visitors to the school and a good number of extra-curricular activities, helps to enrich the learning experiences for pupils. The prominence given to values education, keeping healthy and staying safe considerably enhances pupils' personal development. There is outstanding involvement of all those within the school community, such as governors and lunchtime supervisors, but also those within the wider community such as faith leaders and police officers.

### **Care, guidance and support**

#### **Grade: 1**

Care, guidance and support are all outstanding and contribute significantly to pupils' personal development. The care that each child receives is exemplary because all the staff know the pupils really well and, as a consequence, pupils feel confident and safe. Child protection and health and safety procedures are extremely rigorous and ensure pupils' well-being. There are very effective, well-developed systems for setting targets in reading, writing and mathematics which older pupils, in particular, make good use

of to improve their work. However, teachers do not always take the opportunity to assess pupils' progress against their targets when they mark their writing.

The school tracks pupils' progress very well and this makes a major contribution to the consistently good progress of all pupils. The school recognises that these systems could be even more rigorous, including the use of more frequent monitoring against end-of-year targets.

## **Leadership and management**

### **Grade: 1**

The leadership and management of the school are outstanding at all levels. This reflects the strong leadership of the headteacher, a highly effective team approach and a commitment to distributed leadership. All members of staff including, for example, lunchtime supervisors, are encouraged to take a lead and use their skills and experience.

The headteacher provides a very clear sense of direction that everyone shares. She maintains a strong focus on high standards and achievement for all pupils but is also determined to provide exciting learning experiences and an environment in which every child's personal development and well-being are of the highest priority. The governors are extremely well led and make a significant contribution to the work and improvement of the school.

The headteacher and governors have an exceptional understanding of the school's strengths and areas for development, as a result of excellent monitoring systems and thorough and accurate self-evaluation. However, the school is rather modest in judging its overall effectiveness and the quality of its provision as only good. This is a reflection of the leaders' lack of complacency, their high aspirations and their continual drive for improvement.

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## Inspection judgements

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Thank you for being so friendly and helpful when I visited your school recently. You were very polite in answering all my questions about your school. In particular, you were keen to tell me that you really enjoy going to school because the staff are so helpful and look after you so well. You told me you go to a good school, but I would describe it as an outstanding school because of so many things that the school does well.

You reach very high standards in your work. This is because it is planned very carefully by your teachers so that most of you make outstanding progress during your time at the school. However, a small number of you do not make quite so much progress in your writing. I have, therefore, asked your school to provide more opportunities for you to write, to give clearer written feedback on your writing and to make sure that each one of you is challenged to reach the highest standard of which you are capable.

Some of you talked to me about some of the more interesting lessons that you have. These are the ones where teachers have worked really hard to make learning fun and give you lots of practical activities. Your headteacher, supported by other staff and governors, is leading your school extremely well to make this happen and to make sure that it continues to get even better.

You have excellent attitudes and clearly enjoy helping and taking responsibility, not only in school but in village activities and fundraising. By your actions, you are not only helping to bring about improvements in your own school but you are making a valuable contribution to the community around you. As a result, your school is highly regarded and I have every confidence that, with your help, it will continue to be so in the future.