



# Welford-on-Avon Primary School

Inspection Report - Amended

**Unique Reference Number** 125528  
**Local Authority** Warwickshire  
**Inspection number** 293290  
**Inspection date** 27 September 2006  
**Reporting inspector** Alison Grainger

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>	Headland Road
<b>School category</b>	Community		Welford-on-Avon
<b>Age range of pupils</b>	3-11		Stratford-upon-Avon CV37 8ER
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01789 750214
<b>Number on roll (school)</b>	243	<b>Fax number</b>	01789 752906
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Della Morris
		<b>Headteacher</b>	S Dentith
<b>Date of previous school inspection</b>	18 June 2006		

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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## **Introduction**

The inspection was carried out by one Additional Inspector

## **Description of the school**

The school draws its pupils from the village of Welford-on-Avon and the surrounding area. Almost all pupils are White British and many are from relatively advantaged backgrounds. The percentage of pupils with learning difficulties is below the national average. Children's attainment on entry to the Nursery is a little above that expected for their age.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school that is rightly valued by pupils and their parents. Standards are exceptionally high by the time pupils leave at the end of Year 6 and pupils' achievement in relation to their starting points and capabilities is excellent. Not only are academic standards high, but also the school is extremely effective in ensuring that pupils develop as well rounded sensible young people who make a substantial contribution to the school and wider community.

There are several significant reasons why pupils do so well both in the standards they attain and in their personal development. The overall quality of teaching is excellent, as is the curriculum. Pupils are provided with a wide range of stimulating and imaginative activities across the full range of subjects. Many exciting opportunities additional to lessons, including clubs and visits out of school, broaden pupils' experiences. Parents really appreciate the opportunities for their children to excel in areas such as sport, music and drama.

Children get off to a flying start in the Nursery. The strengths in attainment on entry are harnessed and built upon across all the areas of learning. Children stride forward in their personal development. They settle very quickly and, for instance, rapidly develop an understanding of how to keep fit, healthy and safe.

High quality care, guidance and support begin in the Nursery and are sustained throughout the school. Immediately upon starting in the Nursery, children benefit from the school's philosophy that every child matters. It is no wonder that so many parents report that their children are sorry to leave at the end of Year 6. Almost all pupils really enjoy their time in the school.

As well as making rapid progress in the Nursery, pupils make tremendous gains with their school work in Years 3 to 6 in particular. In the Reception Year to Year 2, effective progress is maintained but it is not quite as significant as in other years because the level of challenge is not always as great. Whilst the personal development and well-being of pupils of all ages are of a high standard, their understanding of modern multi-ethnic society is a relatively less well developed area.

The school is extremely well led and managed, which is the main reason for its success. Self-evaluation is penetrating and incisive. The headteacher, staff and governors do not want the school to stand still. As a result, not only is action already being taken to address relative shortcomings, but also the areas of strength, such as the curriculum, are continually being evaluated and developed.

### What the school should do to improve further

- Accelerate the rate of pupils' progress in the Reception Year to Year 2 so that it is as rapid as in other years by ensuring that they are always fully challenged.
- Increase the opportunities for pupils to gain understanding of modern multi-ethnic society.

## **Achievement and standards**

### **Grade: 1**

Overall, standards are high and pupils' achievement in relation to their starting points and capabilities is excellent. Pupils who left the school in 2006 reached very high standards in English, mathematics and science and made exceptionally good progress from where they started in Year 3.

Outstanding progress is also made in the Nursery. In the Reception Year to Year 2, pupils make effective gains in reading, writing and mathematics and build well on the exceptional start made in the Nursery. In recent years, results have varied but have been generally above average at the end of Year 2. The school recognises that pupils' rate of progress in the Reception Year to Year 2 is not quite as rapid as it is in other years although it is still good.

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

### **Grade: 1**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. By the time pupils reach Year 6, they are exceptionally mature and responsible. They make a significant contribution to the school and wider community. The School Council, for example, are currently considering how they can help to make the school more 'eco-friendly'.

Behaviour in lessons is excellent. From an early age, pupils show real independence as learners and take real care with the presentation of their work. They enjoy school a lot, like their teachers, and appreciate the wide range of activities provided for them. The attendance rate is a little above average and only holidays in term-time and the occasional sickness bug prevent it from being higher.

Pupils have a very well developed awareness of the importance of staying fit and healthy and of keeping themselves and others safe. They are very well prepared for their future lives. However, the school's intake is not ethnically diverse and pupils' understanding of the wide variety of backgrounds of people they are likely to meet later in life is relatively underdeveloped.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Outstanding teaching is a major reason why pupils do so well with their school work. Teachers and teaching assistants form positive relationships with pupils, creating a climate supportive of learning. The purpose of lessons is clear and is shared with pupils so that they know what they are aiming to achieve. Much teaching is sharply focused on the particular needs of groups of pupils. In a Year 3 English lesson, for example, the teacher worked with a number of groups in turn whilst others worked on

independent written tasks. Many lessons proceed at a good pace, resulting in pupils showing high levels of involvement and concentration.

Whilst teachers' expectations of pupils are high throughout the school, the level of challenge for pupils in relation to their individual capabilities is not always quite as high in the Reception Year to Year 2 as it is in other years.

## **Curriculum and other activities**

### **Grade: 1**

The exceptionally wide and varied curriculum makes learning fun and contributes significantly to pupils' personal development and the standards they attain. Throughout the school, there is a focus on developing a lifelong love of learning. This is achieved not only through day-to-day lessons but also through an exceptional variety of activities after school, visits and visitors to school. Pupils have recently, for example, been involved in drama activities with the Royal Shakespeare Company. Pupils also have an exceptionally wide range of sporting opportunities and benefit from the expertise of a sports coach.

Children are introduced to stimulating and imaginative learning opportunities that entice them to explore and to learn as soon as they enter the Nursery. Here, the use of the indoor and outdoor classrooms is exceptionally good. Depth of coverage of topics throughout all years does much to increase the pupils' knowledge and understanding of the world. An area that is relatively less strongly developed is the preparation of pupils for life in modern, multi-ethnic society.

## **Care, guidance and support**

### **Grade: 1**

Parents really appreciate the quality of care, guidance and support their children receive. They recognise that it makes a major contribution to pupils' academic progress and personal development. Pupils are sure that they have an adult to whom they can turn should the need arise and see the approachability of teachers and the headteacher as a major strength of the school. They feel safe at school and know that their views count. Much is done to help pupils to have healthy lifestyles, for instance through the many sports activities and an emphasis on healthy eating.

Academic guidance is good. Older pupils are involved well in evaluating how they are doing. Often, teachers' marking is exemplary in the feedback it provides and links strongly with other guidance such as that provided verbally. Just occasionally, the marking could be even sharper in telling pupils what they need to do next.

## **Leadership and management**

### **Grade: 1**

The headteacher, supported by a very able and efficient deputy and senior team, provides an extremely effective and clear educational direction for the school. She has

high aspirations for the school and for each pupil. The school's effectiveness is carefully evaluated and action is taken to further improve even the areas that are strongest.

Action is already being taken to increase pupils' rate of progress in the Reception Year to Year 2. There has, for example, been careful deployment of staff at the start of this new school year, which is already starting to accelerate progress. Rigorous tracking of individual pupils' progress is in place to enable this to be sharply evaluated.

All staff share a common purpose. This is exemplified in the good understanding new teachers have of the school's curriculum and of the emphasis given to pupils' different learning styles. Governors are very supportive and well involved in action to improve the school. They have plans in place to sharpen their contribution to school self-evaluation. The school demonstrates outstanding capacity 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	2
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	1
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	2
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 making me welcome and for helping me when I visited your school. I enjoyed finding out about your school and the School Council were very helpful.

The School Council and your parents told me that you enjoy school. I am not surprised because it is an outstandingly good school. You make really good progress and achieve exceptionally well by the time you get to the end of Year 6. Your behaviour is excellent and you are very mature and sensible young people. I was impressed to hear that you are looking at how you can make your school more eco-friendly.

I found out that you are doing so well because the teaching is excellent. The range of learning opportunities you have is really exciting, including lots of sports. I saw that all of this starts in the Nursery where the youngest children get off to a flying start. They really settle in well and quickly learn the school routines.

You told me that you feel safe at school and that the headteacher and other teachers are 'really nice'. You are looked after very well. I saw that you understand the importance of eating healthily and of having regular exercise.

Your headteacher and all the adults keep looking for ways to make the school even better. I have asked them to make sure you all get the challenge you need to do as well as you possibly can. I have also asked your teachers to give you more opportunities to find out about the different backgrounds of people living in Britain today. This should be interesting for you. It will help to prepare you for all the different people you are likely to meet as you grow older.

Thank you again for your help.