

# Weldon Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121996
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	314182
<b>Inspection date</b>	17 March 2009
<b>Reporting inspector</b>	Marion Thompson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	193
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clive Chenery
<b>Headteacher</b>	Tracey Cunningham
<b>Date of previous school inspection</b>	1 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Chapel Road Weldon Corby NN17 3HP

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<b>Age group</b>	4–11
<b>Inspection date</b>	17 March 2009
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**Telephone number**  
**Fax number**

01536 265288  
01536 406881

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## Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues.

- Children's levels of skills on entry to the Reception class and the impact of assessment on the progress they make.
- The impact of teaching and academic guidance on pupils' achievement.

Evidence was gathered from discussions with leaders, the chair of governors, pupils and staff; visits to all classes; analysis of pupils' work; scrutiny of safeguarding arrangements; observations of other aspects of the school day such as assembly, break and lunchtime; and analysis of parents' questionnaires and school documentation, in particular data on pupils' progress. The curriculum was not investigated in detail but the inspectors found no evidence to suggest that the school's own assessment, as given in its self-evaluation, was not justified and this has been included where appropriate in the report.

## Description of the school

This is a small school, with a small Reception class in the Early Years Foundation Stage. There is on-site provision of a breakfast club and an after-school club run by the governing body. The vast majority of pupils are of White British origin. The percentage of pupils eligible for free school meals is well below average, and the proportion of pupils with learning difficulties and/or disabilities is well below average. The school has gained the Healthy School Award, the Active Mark, a bronze Young Citizens Award and has silver Eco Schools status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school which provides a good and steadily improving education for its pupils. Provision in the Reception class is good and enables children to make good progress. Personal development and the quality of pastoral care are outstanding throughout the school. The school has the overwhelming support of parents, and partnership with the local community is strong. For example, pupils' awareness of their rights and responsibilities as citizens is developed very well by having representatives on the local parish council. By undertaking substantial responsibilities pupils make an excellent contribution to the school and local community.

Pupils behave extremely well, and have very mature and positive attitudes which support their successful learning. They love coming to school, as illustrated by parents' comments such as, 'My son is always happy and bursting to tell us about his day at school.' Pupils take an active part in the wide range of opportunities the school provides for physical activities and have an excellent understanding of the importance of healthy eating. Attendance is above average and pupils behave with great care and respect towards each other. They feel safe because the outstanding pastoral care the school provides creates, as one parent correctly wrote, a 'very inclusive and supportive learning environment'. Spiritual, moral, social and cultural development is outstanding. Pupils clearly know right from wrong and are socially skilled. In both learning and social situations they are poised and confident. For example, when asked about the process of setting targets, a Year 6 pupil confidently evaluated the process, illustrating her points with reference to examples in exercise books.

Standards in mathematics, English and science are well above average, representing good achievement for pupils of all abilities. The most able pupils make particularly good progress and reading is a strength of the school. Over the last two years pupils' achievement in all core subjects has improved as a result of the strategies the school has put in place. However, rates of progress vary between classes. In most classes teaching and the curriculum are good and occasionally outstanding. Lessons are lively and engaging, with activities well matched to pupils' needs. They provide pupils with a good, and occasionally outstanding, level of challenge. In a Year 6 mathematics lesson, for example, pupils, especially the most able, relished the challenge of a difficult problem solving activity. In a minority of lessons where work is less demanding and teaching is less engaging, the pace of learning is slower.

The quality of marking and feedback to pupils, which has been a priority, has improved. In some lessons pupils receive clear and specific guidance on the next steps to take. However, this remains too uneven across the school. Academic guidance, including the process of setting targets and the tracking of progress, has improved since the previous inspection and is now good. It enables the school to intervene more quickly when pupils fall behind in their work.

The school makes a good contribution to community cohesion. Good provision is made for pupils in its own community, which includes well organised pre- and after-school clubs. Pupils develop very well as local and global citizens, for example through their keen awareness of ecological issues, such as saving paper. Good international links, for example with an Indonesian child, enhance pupils' understanding of life in other countries very well. However, understanding of the range of lifestyles and cultures within contemporary Britain is less well developed. Through their well above average skills in literacy and numeracy and excellent personal and social skills, pupils are very well prepared for the next stage in their education and life.

The headteacher, supported well by senior leaders and staff, provides excellent, strong and effective leadership, which enables the school to continue to improve, despite staffing difficulties. Governors provide good support and challenge, but occasionally specific monitoring activities lack focus. Carefully prioritised planning, based on an accurate analysis, has led to improvements, for example, in achievement in English and mathematics. Effectively targeted staff development has begun to improve the quality of teaching and subject co-ordination. Leadership and management are good. Challenging targets have been used well to raise expectations about what pupils can do. Most parents feel the school is a welcoming place, where their concerns are listened to and dealt with well. The school has made good progress since the previous inspection and is well placed to continue to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision in the Reception class is good, with some outstanding features. It is well led and managed. The quality of care is excellent and enables children to settle quickly and develop confidence. Induction procedures are extremely sensitive to children's and families' needs and strong links are formed with parents. Children join the Reception class with levels of skills that are slightly above those expected for their age, especially in personal development, communication and number. They make good progress and by the time they go into Year 1 standards are solidly above average. Progress in reading is a little slower than in other areas, but this is now being developed more effectively. Achievement is good and personal development is excellent. Right from the start, independence is promoted very well, through, for example, the imaginative way in which children register their attendance and note that they have eaten their healthy snacks. They begin by recognising their names on large cards and progress to writing their name unaided on small pieces of paper. They learn to share and take turns, and to put away their toys. They begin to manage risk, for example on the climbing frame. Assessment, which has improved and is now good, is used well to plan work that meets children's needs effectively. However, assessment on entry is undertaken a little too early and slightly underestimates children's abilities. Teaching ensures a good balance between activities planned by the teacher and those the children initiate themselves. The outdoor play area, which is new, has been developed well, especially in relation to providing stimulating opportunities to encourage children to write. This is resulting in better skills in writing, especially for boys. For example, when Tigger, the class toy, was taken away by a giant, many children chose to write notes to persuade the kidnapper to bring him back. Good contributions from the local community, for example a local farmer bringing a newly born lamb, add interest and excitement for the children.

### **What the school should do to improve further**

- Make sure that rates of progress are at least good in all classes by ensuring that all lessons are well paced, suitably demanding and engage the interest of all pupils.
- Ensure that the existing good practice in marking and feedback to pupils is extended to all classes.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

18 March 2009

Dear Pupils

Inspection of Weldon Church of England Primary School, Corby NN17 3HP

Thank you for the polite and warm welcome you gave us when we visited your school. Many of your parents replied to our questionnaire and most of them are really pleased with the education the school provides for you. We know that you appreciate all the school does for you, so we are pleased to tell you that the school provides you with a good education and some aspects of the school's work are excellent. Children in the Reception class make good progress, because teaching and the programme of activities are good and it is well led. Children's personal development is excellent, because of the outstanding care the reception staff provide.

In Key Stages 1 and 2 you make good progress in English, mathematics and science, reaching well above average standards, especially in reading. This is because teaching and the curriculum are lively and well organised and the headteacher and staff work hard and effectively to make sure things carry on improving. Because they keep a close eye on the progress you make, they help you to catch up quickly if you fall behind with your work. The staff take excellent care of you and make sure you feel safe and secure. Because you feel valued in school, you work hard and your positive and mature attitudes to your work help you to learn more effectively. We were impressed by your excellent behaviour and helpful attitudes and you attend school regularly, so keep it up!

It is clear that you really enjoy school and that you want to learn, especially when work presents you with a challenge. You take on substantial responsibilities in school and often in the wider community, for example helping a child in Indonesia. You know a lot about how to stay healthy and active. You treat people in school with respect and behave very well. Your well above average skills in literacy and numeracy and excellent social skills prepare you very well for the future.

In order to improve things further we have asked the school to make sure that in all lessons you are given work to do that is suitably demanding and which interests you. We have also asked them to make sure marking and feedback in class always provide you with clear guidance on how to improve your work.

Best wishes

Marion Thompson

Lead inspector