

Welbourne Primary School

Inspection report

Unique Reference Number	102124
Local Authority	Haringey
Inspection number	323587
Inspection dates	6–7 July 2009
Reporting inspector	Martin Beale

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	466
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
Appropriate authority	The governing body
Chair	Mr Owen Davies
Headteacher	Mr James Lane
Date of previous school inspection	24 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Stainby Road Tottenham London N15 4EA
Telephone number	020 8808 0427
Fax number	020 8493 1168

Age group	3–11
Inspection dates	6–7 July 2009
Inspection number	323587

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

A large number of pupils leave or join during the year in this large primary school, but these high mobility levels are falling. The community it serves is very diverse. Almost all pupils are from minority ethnic backgrounds and two thirds have a mother tongue other than English. A high proportion of the pupils are eligible for a free school meal. The proportion of pupils who need help with their learning is above average but falling. Most of these pupils have speech and language difficulties. Provision for children in the Early Years Foundation Stage is through a Nursery with a mix of full-time and part-time places and two full-time Reception classes. The school has gained Healthy School and the Leading Parent Partnership Awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Improvements seen since the last inspection under the highly effective leadership of the headteacher mean that the school's effectiveness is now good. He has brought together an enthusiastic and reflective staff team sharply focused on meeting the needs of all the pupils. Parents are delighted with the progress they have seen in recent years. One parent reflected this when writing, 'I have noticed a dramatic improvement since we have had Mr Lane as headteacher.'

Sustained improvements and the strong, developing leadership team ensure that the future improvement of the school is in very safe hands. Staff and governors have a very clear picture of the school's qualities and have tackled shortcomings well. When a problem arises, the school takes robust action to remedy it and carefully evaluates the impact on the pupils. Progress in reading has benefited from this approach and has led to higher standards across the school. Attention is now turning to writing, which is a weaker feature of the pupils' achievement, particularly key skills such as spelling, punctuation and grammar. Furthermore, marking does not always help them to see how to improve their writing to meet individual targets.

The effect of the headteacher's drive to improve learning is visible throughout the school. He shows his high expectations of staff through his great determination to raise the quality of their teaching. Better teaching is leading to good and improving achievement for the pupils. From very low skills on entry, pupils make good progress although standards are still below average by the end of Year 6. Unfortunately, in seeking to enable pupils to reach national expectations, teachers do not always focus on challenging the more-able pupils to reach higher standards.

This truly inclusive school provides excellent support for its pupils and their families. Everyone is committed to finding ways of reducing any barriers pupils might have to their learning. The Leading Parent Partnership Award reflects the school's success in forging productive links with home and the various groups within the local community. 'Fathers and children day' provided a much appreciated opportunity to involve fathers in their children's learning. Thoughtful induction arrangements help newcomers settle quickly.

The high quality of care and the many interesting activities contribute much to the pupils' great enjoyment of school. The 'Bubble Show', led by a member of the Science Museum staff, captured the imagination of the pupils as they sat enthralled by all that they saw. Pupils say they feel secure, well looked after and can go to all staff for help, particularly the headteacher who 'listens and is fair'. Their behaviour is good, although the excitement of a few can disturb others at times. The Healthy School Award shows the school's success in helping pupils to an excellent understanding of the importance of a balanced diet. The pupils treat each other with great consideration. This and their good behaviour make for a harmonious school in which pupils from all backgrounds work and play happily together. They are proud of their extensive contribution to the life of the school and the local community. These personal qualities and their good academic achievement give the pupils a secure platform for success in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The strong partnership with home begins when children enter the Nursery. Parents speak highly of the approachability of staff and the care their children receive. One mother said that if the

family moved from the area, she would still bring her children to this school. Strong bonds develop between key workers and the children for whom they are responsible. Information from home visits is used carefully to plan activities matched closely to the children's immediate needs and interests. Children make good and improving progress as they become more independent and able to make choices for themselves. Teaching is effective and captures the children's interest. Standards are rising so that by the time they join Year 1, the majority now reach nationally expected levels in all areas of their learning.

There is a good balance of stimulating activities both indoors and outside and the children move smoothly from one to the other. Inside activities successfully focus on developing basic skills in reading and writing, numeracy, information and communication technology and their personal skills. By the end of Reception some children write their own stories based on the class book, using correct punctuation and neat handwriting. The spacious premises, good staffing ratio and additional support from external agencies ensure that all children receive help in developing new skills and knowledge. One favourite activity, enjoyed by all in the Nursery, involved riding a numbered bike or tricycle to the 'garage', refuelling and paying with pretend money. The close-knit staff team is continually striving to improve outcomes for the children. One example is that the school has identified the potential to develop the outside area for Reception children so that it has more than its current satisfactory impact on learning.

What the school should do to improve further

- Raise standards in writing by focusing on developing key skills and providing more effective guidance for pupils on how to achieve their individual targets.
- Ensure that teaching consistently challenges pupils, particularly the more-able.

Achievement and standards

Grade: 2

Pupils make good progress in Years 1 to 6, building well on their good start in the Nursery and Reception classes. This extends to pupils who need help with their learning or their language development, but not always to the more able. Year groups vary in their characteristics, which accounts for some fluctuations in standards. Year 2 test results had improved up to 2008 in reading and mathematics, but showed little change in writing. Current data show a decline in all areas this year, even though these pupils have made good progress to this point. Year 6 test results fell in 2008, but current data show that standards have risen in 2009, and the school has met its challenging targets. Many more Year 6 pupils have reached national expectations than in 2008 in all subjects, although few pupils have exceeded this level. This improvement in standards is because pupils are now making good progress throughout the school. The exception to this is in writing, an area identified as a priority for development in the forthcoming year, where progress is satisfactory.

Personal development and well-being

Grade: 2

The pupils' spiritual, moral, social and cultural development is good. Pupils have an increasing understanding of and respect for groups different from themselves. They have excellent links locally, regularly contributing to the life of the community and participating in local events. Action to improve attendance has been successful in raising levels to the national average. Pupils excel in their understanding of safety and that of others. Pupils' excellent contribution to the school and wider community is clearly evident. For example, there is a peer mentoring

system, which the pupils are very proud of and feel it contributes to the life of the school. The school council provides a voice for the pupils' views. The school leadership team values their input into such aspects as the quality of teaching and learning, the curriculum and general safety of the school site. Pupils are involved in a range of activities that prepare them well for their future economic well-being, such as planning, organising and running school fetes, thus gaining skills that will be very useful to them in the future.

Quality of provision

Teaching and learning

Grade: 2

Improved teaching is now having a more beneficial impact on the pupils' learning and achievement. Classrooms are calm because the pupils understand and accept their teachers' expectations of their work and behaviour. The pupils greatly enjoy sharing ideas with a partner or working on a task in a group. This supports their speaking skills and language development well. Teachers use whiteboards and other resources creatively to engage the pupils and put over key learning points more clearly. The team of skilled support staff are deployed thoughtfully by teachers so that they make a considerable contribution to the learning and language development of individuals and groups. Pupils understand the purpose of the activities they undertake and their success in meeting a lesson's goals, when teachers share their aims with the class. Teachers provide work that meets the needs of pupils who are at an early stage of learning English or who have difficulties with their learning. There are examples of teachers being quite explicit in their higher expectations of the more-able pupils, but at times work can be 'more of the same' and does not challenge their thinking sufficiently.

Curriculum and other activities

Grade: 2

The school has introduced a creative and cross-curricular approach to learning. This is very well planned at most levels and for all age groups, although it is not sufficiently adapted to challenge the gifted and talented pupils. This approach promotes independence, experimentation and investigation. The links between subjects are a strength that allows teachers to be more imaginative in their approach and to take into account the interests of the learners. Pupils gain useful insights into life skills through participation in activities such as the 'Big Writing' initiative, the peer mentoring scheme and input into a wide range of areas around the school. Personal, social and health education is good, and pupils confidently discuss healthy foods and life styles. The school utilises a range of coaches, specialists and visits to enhance and extend learning. Pupils talk enthusiastically about the wide range of clubs.

Care, guidance and support

Grade: 2

Pupils' personal development is enhanced by the high-quality care and support they and their families receive. Parents report that the school is a welcoming place and cares for them and their children. One parent commented that the school has changed and is more open and inviting. Pupils are confident that adults care about them and want to help them achieve. High priority is given to ensuring the pupils' health and safety. Procedures for safeguarding, strong child protection arrangements and regular risk assessments help keep pupils safe. Robust assessment systems mean the school can tailor additional support for pupils who are struggling,

and track their progress. The close partnership with outside agencies is particularly effective in helping the high proportion of pupils who need extra help with their learning and language development, and in supporting other vulnerable pupils. Academic guidance is not used consistently to raise achievement of all pupils. Teachers do not always use their marking sharply enough to help pupils see how to improve the quality of their written work and achieve their personal writing targets.

Leadership and management

Grade: 2

Effective leadership and management at all levels contribute significantly to the good progress made by pupils. The headteacher has developed strong and supportive senior and middle managers, although some of these are relatively new to their posts the impact of some of their initiatives has yet to be fully realised. Effective professional development encourages and develops the skills of teaching and non-teaching staff and, as a result, all have become increasingly reflective of their practice. The school's improvement plan identifies appropriate areas for development and its self-evaluation clearly reflects the school's qualities. Governors work well together, fulfil their statutory responsibilities and give good support and challenge to the school and leadership team. They check the information they are given by the school and ensure that this reflects practice. The school's promotion of community cohesion is good. The school has a wide and developing range of valued programmes for reaching out to support families and the local community. The links with and support for parents are outstanding. The school's work in developing pupils' awareness of global communities is more limited.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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?	1
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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
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	2
The attendance of learners	3
The behaviour of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	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**

03 September 2009

Dear Pupils

Inspection of Welbourne Primary School, London, N15 4EA

You may remember that inspectors visited your school not too long ago. I am now writing to let you know what we found out. Before I do, I would just like to thank you for making us feel welcome and for being so ready to share your thoughts about your school. We had a chance to talk with many of you, and have told your teachers how you were very helpful and polite. Through our discussions with you it was great to hear how much you enjoy school. It was also good to hear about how safe you feel and that there is always someone to talk to if you are worried. You, your parents and teachers are right in thinking that your school is good and improving.

You make good progress while at the school. You work hard and behave sensibly. Your teachers make learning interesting and you clearly enjoy extra activities including clubs and school trips. It was great to see how much you enjoyed the Bubble Show. All members of staff help to make sure you are safe and cared for very well. You take your responsibilities seriously and make a considerable contribution to the life of the school. You have an excellent understanding of the importance of diet and exercise for a healthy lifestyle, and how to keep yourselves safe.

Your headteacher, other staff and governors are trying hard to improve the school. There are some things we have asked your teachers to do to help you all achieve even better. All of you need to improve your written work. There are some good features to teaching but we have asked the school to make lessons more challenging and to give you more help and advice about how to achieve your targets.

I am sure that you and your teachers will work hard to make these improvements. You can play your part in helping the school to get even better by continuing to show such pride in your school and enthusiasm for learning.

I wish you well for the future.

Yours faithfully

Martin Beale

Lead Inspector