

Welford Primary School

Inspection report

Unique Reference Number	103328
Local Authority	Birmingham
Inspection number	323801
Inspection dates	13–14 October 2008
Reporting inspector	Mike Capper

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)	474
Government funded early education provision for children aged 3 to the end of the EYFS	60
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Clive Cole
Headteacher	Christopher Smith
Date of previous school inspection	26 September 2005
Date of previous funded early education inspection	30 November 2005
Date of previous childcare inspection	Not previously inspected
School address	Welford Road Birmingham B20 2BL
Telephone number	01214 649228
Fax number	01214 644097

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Welford Primary School is a larger than average inner city primary school situated in the heart of Handsworth, Birmingham. It serves a diverse community and almost all of the pupils come from minority ethnic backgrounds. Around two-thirds of the pupils are learning English as an additional language, with the main home languages being Urdu, Punjabi and Bengali. The proportion of pupils eligible for free school meals is well above average, as is the number with learning difficulties and/or disabilities.

There are three classes in the Early Years Foundation Stage (EYFS). The school has an after-school club for up to 24 children from the EYFS to Year 6 that runs at the end of the school day and during part of the school holidays.

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 where pupils flourish both socially and academically. The school aims to provide its pupils with 'Community, Opportunity and Achievement' and it does this well. Pupils' achievement is good and there is a strong sense of community within school. Pupils are given extensive opportunities to learn new skills and to develop very high levels of self-esteem. Classrooms and corridors are lively, exciting places with very attractive displays of work that celebrate the school's successes. As a result of these successes, parents and pupils are very enthusiastic about the school. One parent summed up their views by writing that 'the school somehow manages to cater for the many different cultures in the community and this puts it in a league of its own.' One pupil even said, 'I wish I could come to school on Saturday!'

Children get a good start in the EYFS and continue to make good progress in the rest of the school because they are taught well. Consequently, standards rise to slightly above average levels by the end of Year 6 in English, mathematics and science. Teachers have very high expectations of pupils' behaviour and they make very good use of resources to bring subjects alive. The school carefully targets pupils who are in danger of falling behind and ensures that they are helped to catch up. Pupils who are in the early stages of learning spoken English receive very high quality support and very quickly improve their skills. Care, guidance and support are excellent, and this ensures that pupils' personal development and well-being are outstanding. Relationships between classmates and with adults are superb, with everyone helping each other when needed. There is a delightful atmosphere in lessons because pupils are willing to have a go at new things and are not scared of making mistakes. Pupils are very friendly and sociable, and happily take on responsibility. They have an excellent understanding of why they should adopt healthy lifestyles, and this is promoted especially well through an exciting range of clubs, visits and visitors that enrich the already good curriculum. The school's contribution to community cohesion is exemplary. At the heart of its work is a focus on teaching pupils from different backgrounds to get on together. This is achieved with outstanding success. The school also has excellent links with a range of partners in the local community and beyond, as well as with parents.

Provision in the after-school club is satisfactory. Pupils attend happily but some activities lack purpose and do not always meet differing needs well enough. Senior leaders have rightly identified that the club has not been monitored with enough rigour to ensure that provision is as good as in the rest of the school.

Good leadership is instrumental to the success of the school. The headteacher provides outstanding leadership and is truly the 'heart and soul' of the school. His passion for eliminating discrimination and for ensuring that all pupils get the same opportunities to blossom can be seen in every aspect of the school's work and in the very strong sense of teamwork amongst staff. Other leaders support the headteacher well, but they do not have enough opportunities to monitor the quality of teaching and learning for themselves so that they can ensure that recent initiatives are having the desired impact. The school continues to move forward and the many good developments since the last inspection demonstrate its good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

In both the nursery and reception classes, children achieve well because teaching is good and their welfare and care are given a high priority. When children start school in the nursery, attainment is very low, with very few children working at the levels expected for their age. Children make good progress from these starting points and reach below average standards by the start of Year 1. Children's personal, social and emotional development is excellent. They develop very good levels of confidence and settle very quickly into school life. As one parent wrote, 'My child has only been at school for three weeks but he says he likes school and his teachers and he has made lots of new friends.' Throughout the EYFS, adults work together closely and they provide good levels of challenge for children. Role-play such as the café in the reception classes is used very effectively to support the development of early speaking skills. Skilled support is given to children in the early stages of learning English so that they are able to participate fully in activities. EYFS provision is well led and managed. There is a good understanding of what is successful and what could be improved. For example, leaders are aware that limitations in accommodation mean that children in the reception classes do not have the same opportunities to learn outdoors as they do in the nursery.

A small number of EYFS children attend the after-school club. Arrangements for ensuring children's welfare are satisfactory in the after-school club. However, activities at these times are less stimulating and do not meet children's differing needs as well as at other times during the school day.

What the school should do to improve further

- Monitor after-school provision more closely and check that activities on offer are always purposeful and meet differing needs.
- Give subject leaders more responsibility for checking on the quality of teaching and learning in their subjects, in order to ensure that recent initiatives are having the desired effect on pupils' learning.

Achievement and standards

Grade: 2

Pupils achieve well to reach slightly above average standards in English, mathematics and science by the time they leave. There are no significant differences in attainment and progress between different groups of pupils. Boys and girls do equally well, and the school has successfully tackled a slight dip in the progress of Pakistani girls by ensuring that they are encouraged to take a more active part in lessons. Very skilled teaching assistants ensure that pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 1

Pupils are justifiably proud of their school and the way that it enables them to become responsible young citizens who are prepared exceptionally well for the next stage of their education and for later life. Although rates of attendance are only satisfactory because some parents take their children on extended holidays, pupils greatly enjoy school. They are keen to do their best and work hard in lessons. Behaviour is good. Pupils behave especially well in

lessons and whilst behaviour is occasionally over-boisterous at playtimes, this is managed very effectively by staff.

Pupils' spiritual, moral, social and cultural development is excellent. Pupils from different backgrounds get on together exceptionally well and happily celebrate each other's faiths and traditions. Pupils are given many opportunities to take responsibility and they do this keenly, making an excellent contribution to the community. For example, peer mediators play a prominent role in school life and they help to settle minor disputes quickly. Pupils take part in activities such as a 'Young People's Parliament' and they develop an excellent understanding of citizenship and of their own responsibilities within society.

The promotion of healthy lifestyles rightly has a very high priority in the school and this is very effective. Pupils are very conscientious about adopting healthy lifestyles. They eat healthy snacks at playtime, and take a very active part in sports and physical activity. Pupils develop a good understanding of how to stay safe. For example, they know how to avoid danger when outside school.

Quality of provision

Teaching and learning

Grade: 2

Pupils' behaviour within lessons is managed very effectively and this means that there is a good pace to learning. Lessons are well organised and interactive whiteboards are used very successfully to illustrate and enliven learning. Knowledgeable teaching assistants contribute well to pupils' learning, especially for those in the early stages of learning spoken English. Teachers plan in detail, identifying expectations for different groups of pupils. This means that differing needs are generally met very well, although there are occasions in mathematics when work is not pitched at exactly the right level for some less able pupils, slowing their progress.

Curriculum and other activities

Grade: 2

The curriculum provides pupils with a wide range of experiences, helping to ensure that they greatly enjoy school. Creativity is fostered very imaginatively. For example, Year 6 pupils produce good quality artwork, including clay pots in the style of Clarice Cliffe. Pupils' learning is enhanced through special events such as the 'Do Something Different Week' where pupils work together on a shared theme such as 'Fit in Mind and Body'. Leaders regularly review the curriculum and are working together to strengthen the transition from the Reception Year into Year 1. At the moment, pupils in Year 1 have too few opportunities to take part in free-choice activities and to learn outdoors. Enrichment of the curriculum is outstanding and contributes greatly to pupils' learning by bringing subjects alive and introducing new skills. For example, on an annual residential trip pupils learn to work as a team and to experience activities such as caving. Pupils are encouraged to maintain their health and fitness through a very good range of sporting activities and clubs.

Care, guidance and support

Grade: 1

Very high quality care is at the heart of the school's success. Pupils are rightly very confident that worries or problems will be dealt with quickly. Support staff play a key role in providing

outstanding help to pupils who find school or home life difficult. Procedures for safeguarding pupils are very robust and the school is successfully encouraging improved attendance through schemes such as the 'Win a Bike' competition. The school works very successfully with outside agencies to safeguard the well-being of pupils. For example, members of staff have received training so that they can carry out physiotherapy with pupils who have physical disabilities. The after-school club meets national guidelines for ensuring the welfare of pupils.

Pupils are clear about how they can improve their work because they are set clear targets. They are given regular verbal feedback on their work, although marking sometimes misses opportunities to give further pointers for development. Pupils with learning difficulties and/or disabilities are identified early and effective arrangements are put in place to enable them to make good progress.

Leadership and management

Grade: 2

The drive, commitment and enthusiasm of the headteacher and other senior managers have helped the school to maintain a good pace to improvements since the last inspection. They have a good understanding of the school's strengths and weaknesses, based on good systems for evaluating school effectiveness. The school has gathered a wealth of assessment information to show pupils' progress from year to year. This is used rigorously to set challenging targets for improvement and to identify any underachievement.

Subject leaders play a valuable part in supporting colleagues, although they get relatively few opportunities to find out at first hand about their subjects by visiting lessons. Governors are supportive and provide good challenge. There is a shared understanding amongst senior leaders that after-school provision is not yet receiving enough attention to ensure that its quality matches that of the rest of the school.

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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?	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?	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?	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?	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	2
The extent to which learners enjoy their education	1
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	1

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?	1

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	1
How well does the school contribute to community cohesion?	1
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**

15 October 2008

Dear Children

Inspection of Welford Primary School, Birmingham B20 2BL

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. We are very pleased that you come to a good school.

Some of the things we found out about your school:

- You settle quickly in the nursery and reception classes and get on well together.
- Good teaching helps you to learn new things quickly so that you reach slightly above average standards by the end of Year 6.
- You are very happy at school and thoroughly enjoy it because adults make learning exciting. They plan many interesting activities and let you take part in a great number of clubs and visits. The 'Do Something Different Week' sounds as if it is great fun!
- You have an excellent understanding of how to stay healthy.
- Throughout the school, you behave extremely well in lessons and are keen to take responsibility. The peer mediators do a great job at playtime and lunchtime and it is super to see everyone getting on so well together most of the time.
- All adults in school are very kind and caring and they give you plenty of help with your work.
- Your headteacher, teachers and governors are leading the school well and are doing the right things to make it even better.
- Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now:

- Make sure that the after-school club is as good as the rest of the school.
- Give teachers who are in charge of subjects more time to check how well you are being taught so that they can find out what to do next to improve your work.

We thoroughly enjoyed talking to you about your work and watching you learn and we wish you all good fortune for the future. We would like you to help your teachers by continuing to work hard and behave well.

Best wishes

Mike Capper Lead Inspector