

Welland Primary School

Inspection report

Unique Reference Number	116744
Local Authority	Worcestershire
Inspection number	326439
Inspection date	12 February 2009
Reporting inspector	Terry Elston

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	125
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	Janet Cope
Headteacher	Rachel Huff
Date of previous school inspection	28 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Marlbank Road Welland Malvern WR13 6NE
Telephone number	01684 310246
Fax number	01684 310246

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

- The inspectors evaluated the overall effectiveness of the school and investigated the following issues.
- Whether the school's judgement of good progress is justified when measuring value added from pupils' attainment on entry to when they leave.
- The impact that the leadership and management at all levels is having on pupils' investigational skills in mathematics.
- The extent to which the leaders promote community cohesion successfully.

The inspectors gathered evidence from observations of lessons, discussions with pupils, governors and staff, tracking pupils' progress, analysis of attendance and gaining the views of parents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This small school admits children from Welland and the surrounding villages. Over half come from outside the school's catchment area. The proportion of pupils eligible for free school meals is below average, as is the number with learning difficulties and/or disabilities. Nearly all pupils are of White British heritage and none speak English as an additional language. There is a privately run preschool facility on the school site.

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 that justifies its reputation for the good standard of pupils' work and behaviour. There is an expectation that pupils will consider the needs of others at all times, and they do. For example, they reflect deeply on the plight of those in the world less fortunate than themselves, and have useful links with a school in Africa that give them a good awareness of the hardships that those children face. They are quick to help other pupils who are lonely or upset, whether acting as peer mentors or just friends. Pupils take responsibility well for their community and they are rightly proud of their role in protecting the environment and recycling waste.

Pupils love school, attend very regularly and are justifiably proud of their good progress. One parent remarked, 'My children run to get into the car in the morning to go to school.' Overall, standards in the national tests at Year 2 and Year 6 are consistently well above the national average and are improving year by year. Standards in mathematics at Key Stage 2 are above average, but not as high as those in English and science, because some pupils struggle with mathematical investigations. This is a school priority at present and measures to improve the teaching of these skills are already bearing fruit. The school works hard to provide equal opportunities for all pupils and those with learning difficulties and/or disabilities make good progress because they are well supported and included in all activities.

Pupils think the world of their teachers, whom they describe as 'brilliant', 'fun' and 'always there to help'. They appreciate the way teachers explain things really clearly and always have time to help them when they are stuck. Teachers use the interactive whiteboards well, for example to show pupils how to do complex calculations or sort virtual onions into sets. Teachers have clear rules for behaviour, and in lessons you can hear a pin drop when they are talking.

The school has worked hard to provide a rich curriculum with a good balance between academic work and opportunities for pupils to develop their creative skills. There is a good focus on pupils' safety and well-being, and they speak with authority on the best foods to eat and the need to take good care of their bodies. The Forest School project has proved a huge success. It extends pupils' learning outside the classroom and gives them valuable experience of using tools and taking calculated risks. Pupils are prepared well for the future by developing good literacy, numeracy and information and communication technology skills, organising sales to support their chosen charities and attending residential trips that teach them how to take care of themselves. The school provides an excellent range of popular clubs at lunchtime and after school to hone pupils' skills in sport, music and the creative arts.

Parents value highly the good care, guidance and support of their children. From Reception onwards, pupils know who to turn to if they are troubled, and say how safe they feel at school. The school tracks their progress rigorously and has good systems to identify any groups or individuals who are not doing as well as they should. All statutory requirements for safeguarding pupils are met and reviewed regularly.

The good leadership and management are important reasons for the school's success. The headteacher's enthusiasm and high expectations have helped to create a strong team of staff who are committed to school improvement. The headteacher is good at using the skills of other leaders, who make an important contribution to self-evaluation and the setting of challenging targets. The school promotes community cohesion satisfactorily and pupils learn much about other faiths and cultures across the world. However, the school recognises the need to develop

their awareness of other cultures and social backgrounds closer to home. The good governing body supports the school well and is not afraid to hold it to account. The school has done well since the last inspection and is well set to build on its successes.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Early Years Foundation Stage with skills that are broadly in line with those expected of their ages. The provision is good and ensures that nearly all children meet or exceed the expected goals in all areas by the end of Reception. Children's progress is recorded carefully and supplemented by useful photographic evidence. The comprehensive induction procedures, good links with parents and thorough attention to children's welfare mean that they settle quickly to school routines and feel safe. The good teaching, with a strong emphasis on developing children's language, writing, numeracy and social skills, ensures that nearly all children make good progress. However, not all of the more able children do as well as they could because they are not always challenged enough by the work given to them. The classroom is bright, stimulating and children choose confidently from the wide range of activities provided. There is a good focus on developing children's awareness of how to live healthily and they enjoy the healthy options offered to them as snacks. They develop their creative skills well and relish the role play sessions. For example, they loved acting as explorers in the North Pole and hacking their way through the newly fallen snow. Children develop their personal and social skills well, as can be seen by the way they work and play so happily together. They behave well and soon learn the rules and expectations that prepare them well for the future. The provision is led and managed well. Staff have a clear understanding of how well the provision meets children's needs and what needs to be improved.

What the school should do to improve further

- Improve pupils' mathematical investigational skills at Key Stage 2 so that standards in mathematics match those in other subjects.
- Develop better links with those from other ethnic and social backgrounds in Britain.

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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?	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	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

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	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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?	3
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**

13 February 2009

Dear Pupils

Inspection of Welland Primary School, Malvern WR13 6NE

Thank you for being so helpful and welcoming in our recent inspection of your school. Highlights for us were watching you work and play so happily, and having such fun in your excellent forest. You are clearly very proud of your good school and you are right to be.

What we found out about your school.

- You work hard and make good progress. The standard of your work is higher than in most schools.
- You have a good knowledge of how to keep safe and live healthy lives.
- Your teachers do a good job. They make lessons fun and help you when you find things difficult.
- You like the activities planned for you, and the brilliant clubs after school for things like music and sport.
- You take responsibility well, and look after your school.
- You behave well and take very good care of each other.
- You have a good understanding of what you need to do to improve your work.
- Those in charge run the school well and make sure it runs smoothly.
- Your teachers and other adults take good care of you and help you if you are worried or upset.

What we would like the school to do now.

- In Years 3 to 6, help you do even better in mathematics by improving the way you do problems. You can help by thinking very carefully what calculations you need to make to find the solution.
- Give you more opportunities to learn about and meet people from different backgrounds and cultures in Britain.

Best wishes for the future!

Yours sincerely

Terry Elston

Lead inspector