

Welbourne Primary School

Inspection report

Unique Reference Number	110749
Local Authority	City Of Peterborough
Inspection number	337563
Inspection dates	16–17 November 2009
Reporting inspector	Margaret Goodchild

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Rachel Smith
Headteacher	Annette Dagless (Acting)
Date of previous school inspection	9 June 2007
School address	Goodwin Walk Werrington Peterborough
Telephone number	01733 576642
Fax number	01733 750865
Email address	office@welbourne.peterborough.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with the chair of governors, staff, groups of pupils and a representative of the local authority. They observed the school's work, and looked at pupils' books, assessment data, monitoring information, policies and teachers' planning. Inspectors received and analysed questionnaires from 18 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well senior leaders, managers and governors work together to drive improvement and ensure the school's capacity to improve
- how effectively teachers use assessment information to match learning to the needs of different groups of pupils
- how effective the school's strategies are for raising achievement and to what extent standards have improved in writing.

Information about the school

This is a smaller than average sized primary school and the number on roll has gradually declined since the last inspection. The majority of pupils are White British. The percentage of pupils of minority ethnic heritage is just below average. Most of these pupils are from other White backgrounds. The percentage of pupils who speak English as an additional language is a little below average. The percentage of pupils eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is average, but the proportion with a statement is well above average. This is partly because the school has a resource base for six pupils with a statement of special educational needs for autistic spectrum disorders. The Early Years Foundation Stage consists of one Reception class. There have been a number of changes in senior leaders since the last inspection. An acting headteacher took up post at the beginning of this term and, in the absence of a deputy headteacher, she is receiving support for three days a week from an associate headteacher appointed by the local authority.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school where the acting headteacher has quickly gained the confidence of staff and parents alike. A number of parents commented on recent improvements in behaviour and one expressed appreciation, saying: 'My child always loves coming to school and now that things like 'special time' make her self-esteem flourish, she is also excited about school'.

Children join the school with attainment that is slightly below expectations for their age, especially in literacy and in social development. Throughout the school, learning and progress are satisfactory and standards are broadly average by the end of Key Stage 2. This is similar to the picture at the last inspection, except that over the last two years there has been an improvement in standards in writing at Key Stage 2. Standards at the end of Key Stage 1 have been broadly average in recent years but pupils performed better in mathematics than in reading and writing in the most recent tests. Current work shows that children in the Reception Year and at Key Stage 1 are less skilled than they should be in forming letters and numbers and this is placing some limits on their ability to record their ideas.

Teaching is satisfactory overall, and there is some good teaching. Teachers have access to detailed assessment and tracking data for the pupils in their class, and plans show that they usually provide some activities that offer different levels of challenge.

Nevertheless, assessment information is not used precisely enough in matching work to the next steps in learning for different groups of pupils. At times, written work in particular is too difficult for lower attaining pupils, and expectations are not high enough for the most able. Although targets are set regularly in English and mathematics, they are not used as well as they could be as a way of getting pupils to take responsibility for improving their work.

Provision in the Reception Year is satisfactory and children make sound progress.

Working closely with a local authority consultant, the school has identified areas for improvement to raise children's achievement and make learning more exciting.

Inspection findings confirm these priorities as appropriate. The indoor and outdoor learning environment is not as stimulating as it should be. Partnership with parents is satisfactory but opportunities are missed to involve parents fully in their children's learning. Despite some relevant training which has given rise to satisfactory teaching, staff lack detailed knowledge of best practice in the Early Years Foundation Stage.

Provision in the resource base for pupils with autistic spectrum disorders is outstanding: it is 'the jewel in the crown' of the school's work. One parent described the work of the base as 'life changing' for her son. Another said: 'I cannot speak highly enough of the

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support, help and advice given not only to my son but to the family; communication is excellent.'

The acting headteacher, ably supported by the associate headteacher, has made a good start in driving improvement and establishing a vision for the future. Self-evaluation is accurate and senior leaders are clear about the school's strengths and weaknesses. Some rigorous monitoring has been undertaken, but the role of subject leaders is relatively undeveloped. The efforts of senior leaders to improve teaching are not yet as focused or strategic as they could be. Nonetheless, recent improvements indicate the school's satisfactory capacity for sustained improvement. The governing body provides satisfactory support to the school, and the chair of governors works closely with senior leaders. Governors ensure that statutory requirements are met and they are beginning to gather information for themselves in order to hold the school to account.

What does the school need to do to improve further?

- Improve provision in the Early Years Foundation Stage by:
 - creating a stimulating environment that is rich with learning opportunities
 - developing the outdoor area and including this resource in daily planning
 - strengthening partnership with parents, especially through increasing parents' involvement in assessment and informing them of how to support learning at home
 - increasing staff awareness of best practice in the Early Years Foundation Stage through training and visits to other schools.
- Raise achievement by:
 - giving greater emphasis to the teaching of letter and number formation in the lower part of the school to ensure all pupils are able to make rapid progress in recording their ideas
 - making sure staff know how to use assessment information to best effect
 - ensuring teachers consistently match work to the prior attainment and learning needs of all pupils, especially to provide challenge for the most able
 - giving greater emphasis to pupils' literacy and numeracy targets and getting pupils to take greater responsibility for improving their work.
- Strengthen leadership and management by:
 - developing the role and skills of subject leaders
 - increasing the focus of senior leaders' monitoring to drive improvement continuously
 - ensuring governors regularly gather information for themselves so that they are fully informed about the school's strengths and weaknesses.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5

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inspection.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory and they show a sound enjoyment of learning. There are no clear differences between the progress made by different groups of pupils, including boys and girls. However, there is some variation in learning from class to class. More able pupils do well in some lessons, where teachers have high expectations and provide them with sufficient challenge. This was evident in an English lesson at Key Stage 2 where pupils learned a great deal about Fagin's character in 'Oliver' through taking part with enthusiasm in varied and stimulating activities. In contrast, where work is not matched closely to prior attainment, lower attaining pupils tend to fare rather better than those who are more able because of the support they receive from teaching assistants. Pupils for whom English is an additional language and those with special educational needs and/or disabilities make satisfactory progress. The achievement of pupils in the resource base for autistic spectrum disorders is outstanding as a result of individualised programmes that are matched exceptionally well to their learning needs. This ensures that work builds continuously on what they have already learned, and the excellent improvement in their behaviour and personal development supports their learning extremely well.

Pupils are generally eager to answer teachers' questions and to take part in activities that engage them as active learners. Most pupils enjoy school and when teaching is good or where they come together as a whole school, for instance for assembly, behaviour is good. However, pupils' past experiences are reflected in the fact that many say that behaviour is not good enough. Most, but not all, pupils say that they feel safe from bullying, and parents are confident that their children are safe in school. Inspection findings show that there has been a recent improvement so that behaviour in lessons and around the school is satisfactory, and it is often good. In a mathematics lesson at Key Stage 1, pupils behaved well and were clearly interested in learning how to tell the time. They showed a good level of self-control as they took turns to act as the hour and the minute hands of the clock. Pupils make a satisfactory contribution to the school and the wider community, for instance as members of the recently reconvened school council and by raising funds for the homeless. Pupils have a satisfactory understanding of healthy living, and one pupil commented, 'I enjoy school because it gets you into eating the right food'. Pupils' satisfactory attendance, their involvement in enterprise activities such as growing and selling vegetables, and the progress they make in acquiring basic skills mean that they are satisfactorily prepared for the next stage of their education.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers generally use questioning well and, in the best lessons, they have high expectations for work and behaviour. Where teaching assistants are highly skilled, they have an outstanding impact on pupils' progress, but teachers do not always use them to full effect. Teachers usually provide pupils with good opportunities for speaking and listening, including talking in pairs. At times, the emphasis given to paired work means that pupils do not think things out for themselves or record their ideas individually. Pupils' work is generally marked regularly and includes some valuable comments. Especially helpful is the inclusion of a 'teacher's wish', which tells pupils what the teacher hopes they will do to improve. Subsequent work shows, however, that this advice is not having the impact it could on pupils' learning.

A satisfactory range of learning experiences supports pupils' academic achievement and personal development. Having four lessons a week in the computer suite gives pupils good opportunities to develop their information and communication technology skills. Special events make learning exciting and capture pupils' imagination. For instance, each classroom door is beautifully decorated with illustrations from the cover of a book, chosen as part of activities during 'book week'. A number of special programmes are provided for pupils who need additional help with their learning. Provision for pupils at early stages in learning English is satisfactory. The school has, rightly, identified the need to provide more learning activities specifically for those pupils identified as having particular gifts and talents.

Parents describe the school as a 'warm and friendly place'. Pupils say that they feel well cared for. Recent improvements in the management of behaviour mean that the school

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is generally calm and orderly, but instances of misbehaviour are not always managed proactively enough at playtimes. Good links with external agencies support pupils with special educational needs and/or disabilities and those whose circumstances make them vulnerable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The acting headteacher and associate head work very well together with a shared sense of purpose. They use data increasingly well to measure the school's effectiveness. The school has been part of a local authority project to raise achievement and external consultants continue to work closely with the literacy and numeracy leaders in particular. Leadership in literacy is satisfactory and developing well. A number of other staff are new to subject responsibility. This means that middle leaders are not yet able to give the acting headteacher effective enough support, so that the collective drive for improvement is satisfactory despite the obvious ambition of senior leaders. A recently appointed special educational needs co-ordinator has made a good start in developing her role, and the leadership of the resource base for autistic spectrum disorders is outstanding, founded on very high expectations and excellent attention to detail.

The school has satisfactory safeguarding procedures. It conducts thorough checks to ensure adults are suitable to work with children, risks are carefully assessed and staff are suitably trained in child protection. The promotion of equality of opportunity is satisfactory. Senior leaders are increasingly aware of the experience and needs of different groups of pupils, and encourage pupils to respect and value people's differences. The school promotes cohesion well in its own community and in the local area, for instance, taking part in a local carnival and organising a country dance festival. It has begun to forge some connections further afield but has not yet devised a clear plan for developing national and global links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress in the Reception Year to reach standards that are in line with national expectations in some areas of learning but markedly below this in writing. Learning about letters and sounds is increasing their knowledge, but there are too few opportunities for children to use and learn to control writing implements. Children's knowledge of problem solving, reasoning and numeracy is improving satisfactorily, and they are beginning to develop a body of knowledge, for instance, about the properties of different shapes. Teaching is satisfactory, with a balance of adult-led and child-initiated activities. Assessment is satisfactory and staff plan activities for the indoor area that build on some of the children's emerging interests. Staff ensure the children are kept safe and play together harmoniously. Despite the spacious indoor accommodation, lack of exciting resources and displays mean that children have limited opportunities to find things out through investigation and become excited about learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Only a small proportion of parents returned a questionnaire but the majority are positive about the school and their child's enjoyment of school life. A very small number of

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parents have concerns about behaviour, feel that their child's needs are not met and that they are not kept well enough informed about their child's progress. Inspection findings support the views of the majority of parents: behaviour has improved recently and is now satisfactory; pupils' needs are met satisfactorily; and the school keeps parents reasonably well informed about how their children are doing.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Welbourne Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 18 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	50	8	44	1	6	0	0
The school keeps my child safe	10	56	8	44	0	0	0	0
The school informs me about my child's progress	8	44	8	44	2	11	0	0
My child is making enough progress at this school	9	50	9	50	0	0	0	0
The teaching is good at this school	9	50	8	44	0	0	0	0
The school helps me to support my child's learning	10	56	8	44	0	0	0	0
The school helps my child to have a healthy lifestyle	9	50	9	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	56	7	39	0	0	0	0
The school meets my child's particular needs	7	39	9	50	2	11	0	0
The school deals effectively with unacceptable behaviour	7	39	8	44	3	17	0	0
The school takes account of my suggestions and concerns	6	33	12	67	0	0	0	0
The school is led and managed effectively	7	39	11	61	0	0	0	0
Overall, I am happy with my child's experience at this school	9	50	8	44	1	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2009

Dear Pupils

Inspection of Welbourne Primary School, Werrington PE4 6NR

Thank you for making us welcome when we inspected your school, especially to those of you who talked about what it is like to be a pupil at Welbourne Primary. We enjoyed our time with you and I especially loved the way you have decorated your classroom doors. Now I am writing to tell you what we found out about your school.

You go to a satisfactory school where most people get on well together. You said that the school is friendly, though some of you wish your classmates would behave better. We found that the new system of 'ticks' and 'special time' is helping to improve behaviour so that it is satisfactory now, and I was impressed by how well you behaved in assembly. You make satisfactory progress with your work and reach standards that are about the same as pupils in other schools. Those of you in the education resource base make fantastic progress because the teaching is excellent. I can see why your parents are so thrilled with the way the school is helping you.

The acting headteacher, with help from the headteacher of another school, is working really hard to make things better for you. I have asked her and the other teachers and governors to:

- make learning more exciting in the Reception class
- give those of you in Reception, and in Years 1 and 2 more practice in forming letters (and numbers)
- make sure teachers give you work that is not too easy and not too difficult
- check very often to see how well the school is doing and what could be even better
- help the staff who manage subjects to do their job really well
- invite the governors into school more often so that they see for themselves what is working well and what needs to be improved.

You can help by always behaving well in class and in the playground, and using your targets and the comments teachers write in your books to improve your work.

Yours sincerely

Ms M J Goodchild

Lead Inspector

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