

Welholme Primary School

Inspection report

Unique Reference Number	135679
Local Authority	North East Lincolnshire
Inspection number	341686
Inspection dates	26–27 January 2010
Reporting inspector	Rajinder Harrison

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	557
Appropriate authority	The governing body
Chair	Mr Peter Johnson
Headteacher	Mrs Delyse Turrell
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 26 lessons, saw 21 teachers and spent over 17 hours evaluating the quality of teaching, learning and the curriculum. They held meetings with governors, staff groups of pupils and a representative from the local authority. They also spoke to a number of parents and carers. They observed the school's work, and looked at a range of documents, including school policies, the development plan, monitoring records, analyses of pupils' attainment and progress, and reports from visits by the local authority. Inspectors analysed 59 questionnaires returned by parents and carers.

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

- the progress of pupils in all year groups, particularly that of girls
- the quality of provision, particularly the quality of teaching and the curriculum
- the effectiveness of leadership and management in monitoring pupils' achievement, raising standards and driving school improvement
- how effectively the school promotes community cohesion.

Information about the school

This is a larger than average sized primary school. Almost all pupils are of White British heritage. A few of the remaining pupils are from other backgrounds, but none is at an early stage of learning English. The school has an above average proportion of pupils who have special educational needs and/or disabilities. The proportion of pupils eligible for free school meals is also above average. Early Years Foundation Stage provision comprises of three classes for children of Reception age.

The school opened in September 2008 following the amalgamation of the infant and junior schools formerly on that site. The amalgamation led to a high staff turnover.

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

The school provides a satisfactory standard of education and ensures that pupils have the care and support they need to feel happy and safe. Pupils enjoy school and work hard. Children's skills and understanding on entry to the Reception classes are lower than those typically expected at this age. Provision in the Early Years Foundation Stage is inadequate. The activities children undertake lack challenge and purpose and not enough is done to ensure that they make the progress they should. In Years 1 to 6, sound teaching ensures that pupils' overall achievement is satisfactory. Pupils achieve well in English and attain broadly average standards at the end of Year 6. With some relative weaknesses in pupils' mathematical and scientific skills, standards in these subjects are slightly lower. Pupils with special educational needs and/or disabilities progress satisfactorily and achieve as well as their classmates.

While some lessons are lively, interesting and challenging, many are too teacher led. Consequently, pupils have too few opportunities to work things out for themselves and take a more active part in their learning. Most teaching assistants provide good support, but a number have little impact on teaching or learning. A satisfactory curriculum, with an appropriate emphasis on literacy and numeracy, enables pupils to develop their basic skills satisfactorily. Care arrangements are good. Academic guidance is less effective. In one or two classes, pupils have targets and receive excellent feedback, through marking, to help them improve their work, but this practice is inconsistent.

Senior staff have worked hard to make the amalgamation work and are overcoming the difficulties this presented. Leaders and managers aim to provide the best education possible. Staff new to their leadership roles are developing well but the monitoring of teaching and learning at all levels lacks rigour and teachers are not yet held to account sufficiently for pupils' progress. As a consequence, the school's effectiveness is no better than satisfactory. Governors are very supportive, but accept that they could be more involved in improving outcomes for pupils. The staff and governors provide a friendly, caring environment where all pupils, especially those and their families who face personal difficulties, feel well supported. The school sets itself challenging targets and has introduced effective assessment procedures to identify early any pupils who need additional support. Self-evaluation is largely accurate. In light of these positive aspects, leaders demonstrate a satisfactory capacity to make the improvements required to raise standards and achievement.

What does the school need to do to improve further?

- Raise achievement and standards in all subjects, especially in mathematics and

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science by:

- ensuring that teachers plan activities to challenge and engage all pupils
- setting individual targets and marking work regularly so that pupils know what to do to improve their work
- giving pupils more opportunities to learn and to discover for themselves
- deploying teaching assistants more effectively in all lessons.
- Ensure that leaders, managers and governors take swift and effective action to improve outcomes for pupils by:
 - monitoring and improving teaching and learning rigorously to ensure it is consistently good
 - holding teachers to account for the progress of all pupils in their classes
 - monitoring lessons to ensure that girls contribute as much as boys.
- Improve provision and leadership and management in the Early Years Foundation Stage by:
 - planning challenging and purposeful activities to extend children's learning
 - ensuring assessments are accurate and reliable to inform future planning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy learning and want to succeed. They listen attentively and settle to tasks promptly. In some lessons boys contribute fairly confidently in question and answer sessions, whereas the girls are sometimes less confident and are too passive. In well taught lessons teachers promote enthusiasm because they allow pupils time to develop their ideas and research independently. For example, when exploring how far the Romans travelled to build their Empire, lively discussions generated genuine curiosity as pupils reviewed maps of Europe. Likewise, in a lively mathematics lesson, pupils particularly enjoyed working against the clock during their mental calculations session. However, not all lessons are as engaging and pupils' overall achievement is no better than satisfactory. Pupils make good progress in English because reading and writing skills are taught well. In mathematics, pupils are insecure in their calculation and problem-solving skills. In science, pupils struggle to interpret information accurately because they have too few opportunities to learn through practical activities. Pupils who need help with their learning receive satisfactory support to participate fully in all activities.

Pupils feel safe and are confident they can go to staff if problems arise. They respect others by listening sensibly, for example, when others are talking. They talk about incidents of the poor behaviour from a few 'really bad boys', but say teachers sort it out quickly. They understand well how to stay healthy. They participate in keep-fit activities

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enthusiastically and select healthy snacks at break-times. A few prefer options they know to be less nutritious. Monitors and school council members take their responsibilities seriously as they help around the school. With the school's current lunch and break arrangements, older pupils have few opportunities to look after younger ones. Pupils understand the importance of caring for the environment and recycling, 'so we don't run out of paper and energy'. They talk enthusiastically about, for example, singing in a local shopping centre and fund-raising to help children in need. While they are confident with each other and recognise that differences should be respected, a few voice fears about going somewhere different and know little about what life is like for communities elsewhere in Britain or further afield.

These are the grades for pupils' outcomes

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?

In good lessons, teachers plan interesting activities that encourage pupils to think about their learning. These lessons are lively and demanding but structured well, so that learning develops step-by-step and teachers involve teaching assistants throughout the lesson to make sure that pupils who need help participate fully. Where teaching is good,

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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teachers ask quick-fire questions and give pupils limited time in order to speed up their responses, and they encourage pupils to discuss and share ideas so that they are more confident in their answers. Where teaching is no better than satisfactory, teachers use some of these strategies appropriately but tend to direct learning too much. Too much time is spent on lengthy presentations that preclude teaching assistants and insufficient time is allocated for discussion and questioning pupils to assess their understanding. On occasions where discussion does take place, teachers often allow boys to dominate, so that girls, particularly in Key Stage 2, become passive and lack confidence. In weaker lessons, little account is taken of pupils' prior attainment. This means that all pupils often complete the same task rather than working on those which would challenge them fully. While some marking is outstanding, much is barely satisfactory and not all pupils have personal targets to help them understand what they have to do to improve their work.

The curriculum ensures that pupils satisfactorily develop their skills step-by-step. The school is taking effective action to increase the focus on calculation and problem-solving skills and to promote more science investigations. Themes linking work across subjects are being introduced. Modified plans, relevant interventions and appropriate resources enable pupils who need specific support with their learning to achieve as well as their classmates. Pupils enjoy art and French and benefit from the cultural dimension these offer. Many extra-curricular activities, school clubs, visits and visitors bring learning alive. Pupils benefit from exciting outdoor pursuits and residential visits. A sound programme of personal, social and health education ensures pupils understand the dangers of drug abuse and how to stay safe.

Most parents and carers are happy with the school and say that staff respond promptly if individuals need help. Effective partnerships with parents and carers and external agencies ensure, for example, that pupils with social, behavioural or emotional needs receive the appropriate support quickly. The learning mentor provides valuable support and guidance to pupils and their parents and carers.

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	2

How effective are leadership and management?

The headteacher has worked hard with senior leaders, governors and parents and carers to ensure that the school is well placed to move forward. Despite numerous staff changes, pupils have made satisfactory progress, both in their academic and personal

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development. The school improvement plan identifies the right priorities and work is underway to address the weaknesses in outcomes and provision in the Early Years Foundation Stage and the relative weaknesses in mathematics and science.

Staff have clear assessment information regarding the progress expected of each pupil in their class and senior managers are involved in checking that these expectations are met. The school has identified that girls do not always contribute as well as they should in lessons and is working to improve this. The senior leaders are aware that teaching is of an inconsistent quality across the school, resulting in pupils making better progress in some classes than others. Their monitoring of teaching is satisfactory but not yet rigorous enough to ensure teaching is equally effective. Current requirements for child protection are fully met. Safeguarding procedures are satisfactory, ensuring the safety and well-being of pupils. Satisfactory partnerships with parents and carers, local community groups and the police benefit pupils' development well. The school's promotion of community cohesion is satisfactory both within school and its locality. However, pupils lack some understanding of the diverse cultures represented in Britain and other countries.

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
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 enjoy being at school and form good relationships. Good links between home and school benefit all children, particularly those who are less confident. Those who need specific help are supported sensitively. Many are slow to settle and flit from one activity to another because routines are not reinforced consistently in all classes. At

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snack time, children are not always reminded to wash their hands or to sit and eat sensibly. Consequently, children do not develop their personal and social skills effectively. While some children concentrate and listen well, others find lengthy sessions where they have to sit for too long, too demanding and become restless and noisy. Children have opportunities to make their own choices to play and explore independently but activities often lack purpose and challenge. For example, the home corner offered no role play context for children to develop their conversations. Staff do not intervene enough to ask children questions about their play or to promote talk and extend vocabulary. As a result, many make little gains in their knowledge and skills. Children do not always have the option for free access to the outdoor area. This makes it difficult to ensure that each child experiences all areas of the curriculum appropriately. This limitation along with the unimaginative environment and poor outdoor facilities makes provision inadequate.

The leader is new to the role and has had too little time to bring about improvements to the quality of teaching and to outcomes for children. Weaknesses have been identified and plans are in hand to tackle them. Assessment data are unreliable and do not inform management or lesson planning accurately. Inadequate resources and lack of creativity stop provision from being challenging and exciting for children. Most children respond well to adult-led activities but with too much direction and too few opportunities to talk, few make good progress. While the school's data from 2009 indicate that children attained at least average standards at the end of their Reception Year, this is not reflected in their current performance in Year 1, which shows standards to be below average.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

Most parents and carers are very supportive of the school. While few made written comments, those that did were generally happy with provision and said their children were happy in school and making good progress. Parents of pupils with special educational needs and/or disabilities were particularly appreciative of the good quality support provided. The inspectors found pupils to be happy at school and that they make satisfactory progress. A few parents raised concerns about behaviour, bullying and the new management arrangements since the school amalgamated. Behaviour in lessons is good. Behaviour outside is generally satisfactory and any incidents of unacceptable

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behaviour are dealt with promptly. The school's senior leaders have the capacity to take the school forward satisfactorily.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Welholme 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 557 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	51	24	41	3	5	2	3
The school keeps my child safe	36	61	20	34	2	3	0	0
The school informs me about my child's progress	33	56	22	37	2	3	0	0
My child is making enough progress at this school	29	49	24	41	3	5	0	0
The teaching is good at this school	26	44	31	53	2	3	0	0
The school helps me to support my child's learning	31	53	22	37	4	7	1	2
The school helps my child to have a healthy lifestyle	31	53	25	42	2	3	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)	32	54	21	36	0	0	0	0
The school meets my child's particular needs	25	42	28	47	3	5	0	0
The school deals effectively with unacceptable behaviour	26	44	25	42	8	14	0	0
The school takes account of my suggestions and concerns	22	37	32	54	4	7	0	0
The school is led and managed effectively	29	49	25	42	3	5	1	2
Overall, I am happy with my child's experience at this school	27	46	29	49	2	3	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 pupils' 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.



28 January 2010

Dear Pupils

Inspection of Welholme Primary School, Grimsby, DN32 9JD

Thank you for making the inspectors welcome and for being so friendly when we visited your school. I am writing to tell you what we found out. You explained that you enjoy school and that you have many good friends there. You said that you like your teachers and that they help you if you have problems. You said you particularly like all the trips that you go on, especially the residential visits where you do many interesting outdoor activities. We were particularly impressed by the way many of you help around the school and how well you behave in lessons.

Overall, your school is satisfactory. The progress you make in English is good and you behave satisfactorily in lessons. You work hard at school and enjoy learning. You learn important things like how to stay safe, fit and healthy. Although a few of you have too many days off, most of you do your best to come to school every day. The staff take good care of you but the inspectors think that a few things could be better. Your headteacher and the staff are working hard to improve the school and know that there are some things that still need to be done. We have recommended that they should:

- help you achieve higher standards by giving you more challenging work; make sure that the girls answer questions as often as the boys; give you more time to discuss your work; tell you how you can improve your work
- make sure you do well in every class and that all your lessons are good
- make sure that the adults who manage your school do so really well and keep a close check on how well you all achieve in every class
- improve the quality of activities and resources for children in the Early Years Foundation Stage to help them learn and achieve more.

These improvements need to happen quickly so that you do even better in your work. There are things you could do to help too. For example, you could make sure you ask for harder work if it is too easy and come to school every day.

Thank you once again for helping the inspectors.

Yours sincerely

Mrs Rajinder Harrison

Lead inspector

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