

# Welton St Mary's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120591
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358797
<b>Inspection dates</b>	8–9 February 2011
<b>Reporting inspector</b>	Glynn Storer

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	403
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Smith
<b>Headteacher</b>	Nicola Gough
<b>Date of previous school inspection</b>	17 June 2008
<b>School address</b>	School Drive Welton, Lincoln LN2 3LA
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## Introduction

This inspection was carried out by four additional inspectors. The inspection team observed a total of 18 lessons and in doing so, saw 14 teachers. Inspectors held meetings with senior staff, governors and pupils. They observed the school's work, and looked at pupil performance data, safeguarding documentation, curriculum planning and a selection of school policies. They also took account of the views of parents and carers expressed in the 141 parental questionnaires that were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are all pupils making the progress that they should, in particular the more-able pupils in Key Stage 2?
- Are teachers' expectations sufficiently high to bring out the best in all pupils and to challenge the more able to reach their potential?
- Does the curriculum motivate and engage pupils in active learning and does it meet the needs of all abilities?
- Do subject leaders and the governing body contribute fully to school improvement through rigorous monitoring and supportive challenge to areas of underperformance?

## Information about the school

Welton St Mary's Church of England Primary is considerably larger than the average primary school. Most pupils are from White British heritages. There are a few pupils from minority ethnic heritages, although none are at an early stage of learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well below average. The current headteacher took up her post in September 2010. The school has gained the Activemark and Eco Schools Bronze awards and has Healthy Schools status.

The school's Early Years Foundation Stage unit has been seriously damaged by flooding which also destroyed most of the resources housed there. At the time of the inspection, the Reception classes were housed in temporary accommodation, using what borrowed resources they had obtained.

**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**

**2**

## Main findings

This school provides a satisfactory education for its pupils and is improving rapidly. By the time that pupils leave the school, standards in key subjects are above or significantly above the national average and have been for several years. Nevertheless, data from more recent national tests indicates that, despite good standards, an increasing number of average and more-able pupils have made less progress than would normally have been expected on the basis of their abilities and prior attainment. This is no longer the case because the headteacher has taken swift and decisive action to eradicate underachievement. The positive impact of her actions is clearly evident in pupils' current performance. The thorough tracking systems that she has introduced show that rates of progress are accelerating throughout the school. As a result, the gap between where pupils are now and where they ought to be is quickly narrowing. Virtually all pupils, including the more able and those with special educational needs and/or disabilities, who are currently approaching the end of Key Stage 2, are firmly back on course for satisfactory overall progress. Indeed, for many, progress in the shorter term has been good.

Pupils' progress is improving because the headteacher has made good use of up-to-date performance information and regular pupil progress meetings to raise teachers' expectations; to identify and address underachievement; and to hold teachers to account for the progress that pupils make. Teaching and the quality of pupils' learning are satisfactory. In the most successful lessons, teachers use information from formal and informal assessments effectively to support learning. They match tasks closely to the needs of different individuals or groups. They use short- and long-term targets to drive progress and give good quality feedback on how pupils can improve or attain current targets. Senior leaders and subject leaders are beginning to embed this level of classroom performance but inconsistencies remain, causing rates of progress to vary.

The curriculum is good because it provides pupils with rich and varied experiences, which promote enjoyment and motivate them to learn. This is reflected in their positive response in lessons and in exceptionally high attendance rates. Emerging strengths in the curriculum include the use of information and communication technology (ICT) as an aid to learning and the extent to which it fosters enterprise and economic awareness. Behaviour in classrooms and around school is good. Spiritual, moral, social and cultural development is good overall, although the cultural strand is weaker than the others. Pupils have little understanding of the richness and diversity of cultures and faiths that are part of modern society. This detracts from the school's promotion of community cohesion. Pupils feel safe and well cared for because staff are attentive to their needs and the quality of care, guidance and support is good.

The headteacher is extremely ambitious for the school. She drives improvement energetically and tolerates no complacency. She has restructured leadership teams and

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encouraged the governing body to be increasingly proactive in both supporting and challenging the school. As a result, school self-evaluation is both accurate and challenging. Leaders' success in strengthening monitoring and their use of performance data to accelerate progress, along with improvements already evident in the curriculum, indicate that the school has a good capacity for sustained improvement in the future.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

**What does the school need to do to improve further?**

- Improve further the quality of pupils' learning and progress by:
  - building greater consistency in the ways staff use performance information to match activities to the needs of individuals and groups within the class
  - ensuring that staff make regular reference to short- and long-term targets when speaking to pupils about their work
  - giving all pupils clear guidance through marking that shows them what they need to do to improve their work.
- Improve pupils' cultural development and the extent to which the school promotes community cohesion by:
  - ensuring that pupils learn more about communities in the United Kingdom whose lifestyles are different from their own
  - strengthening the multi-faith component of the religious education curriculum.

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

Pupils' learning and their progress over time are satisfactory. Pupils in Key Stage 1 do well and, despite some variations in the quality of teaching and learning, standards rise from broadly average at the beginning of Year 1 to above average by the end of Year 2. In recent years, progress has been much less consistent in Key Stage 2. While overall standards have remained above the national average, there is evidence that significant numbers of pupils have not progressed at the expected rate in Years 3 to 6. Some degree of underachievement has affected pupils of all abilities but particularly the more able. Current data and the work of pupils in the Key Stage 2 lessons that were seen indicate that underachievement has been all but eliminated. Rates of progress have accelerated, particularly in upper Key Stage 2, where teaching is most consistently effective. For example, pupils made particularly rapid progress developing their problem solving skills in a Year 6 lesson because they were totally engaged by the challenge of planning a party to a strict budget. They used numeracy skills effectively to devise short cuts when considering the various options. Consequently, most pupils, including those with special educational needs and/or disabilities, are firmly back on course to attain the levels expected on the basis of their performance in Key Stage 1.

Pupils say that they feel safe in school and they have a good understanding of how to keep themselves and others safe. They know how to deal with bullying, and have confidence in staff to 'sort it out', if it occurs. Pupils know what constitutes a healthy lifestyle and this is reflected in their enthusiasm for the many healthy activities that the

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school offers. They make a good contribution to the school as a community by acting as school councillors and willingly taking responsibility for jobs around school. They value opportunities to help to shape the future of their immediate communities. Pupils are well prepared for the future. Most attain good levels of competence in literacy, numeracy and ICT and have positive attitudes to learning. Older pupils thrive on additional challenge. They willingly raise their game and this has contributed to improving rates of progress.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Satisfactory and improving teaching is the foundation for the school's drive to improve learning and progress. Teaching is consistently good and, at times, outstanding in upper Key Stage 2. High expectations, allied to challenging but engaging tasks, result in good progress on the part of most pupils currently in Years 5 and 6. Teachers' management of pupils' behaviour and response is a strength in most lessons. Pupils willingly engage and give of their best. This positive response improves the quality of their learning. Teachers' use of assessment information is satisfactory but there remain inconsistencies in the matching of tasks to pupils' prior learning and in the extent to which marking, target setting and other advice directs pupils' learning. As a result, progress varies between classes and year groups and this variation detracts from pupils' achievements over time.

Initiatives, such as expanding the use of ICT, extending the scope of outdoor learning, and strengthening the development of enterprise skills have become integral to the

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school's good curriculum. As such, they have become increasingly important factors in accelerating pupils' progress. Themed weeks, such as Enterprise Week and One World Week, are fun for pupils and give them the opportunity for intensive, in depth learning. They also broaden pupils' horizons and bring a global dimension to their learning. An extensive range of educational visits, visitors, such as this week's visiting artist, and other special events add to the quality of pupils' experience and promote enjoyment. Effective induction procedures give pupils a welcoming and supportive start in school. Well-matched provision for those with special educational needs and/or disabilities results in satisfactory progress. Outreach to pupils and families at times of trouble is an effective source of practical and emotional support. Measures to maintain excellent attendance rates are successful.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school's senior and middle leaders have proved their effectiveness in embedding ambition and driving improvement by the way that they united behind the headteacher to act as role models for improvement. As leadership teams, their monitoring and evaluation have been rigorous and have provided the necessary focus for them to accelerate pupils' progress and improve important areas of provision. They have eliminated underachievement and restored satisfactory equality of opportunity. Any discrimination is tackled satisfactorily. As a result, pupils of all abilities and from all backgrounds succeed and make satisfactory progress. Even though, in relation to outcomes, the school's effectiveness is satisfactory, the school's leaders show a good capacity to build further on these improvements in the future. Effective partnerships with external bodies such as the social services, other local schools, colleges and universities and with police and health professionals, underpin the school's good care, guidance and support. Such partnerships enable the school to engage effectively with many parents and carers, some of whom might otherwise be hard to reach.

The governing body oversees the work of the school satisfactorily, ensuring that safeguarding arrangements meet current requirements and that the school promotes community cohesion satisfactorily. However, the school has yet to formulate a plan to ensure that pupils' learning and the school's actions constitute a systematic approach to promoting community cohesion. Since the beginning of this school year, the governing body has agreed and begun to implement improved procedures for governor monitoring and for holding the school to account for what it achieves. This approach has improved the partnership between the governing body and staff. Consequently it is already adding to the school's capacity for further improvement, even though a recent turnover of

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governors and the consequent need to recruit and train new governors means that the full impact of these worthwhile initiatives is yet to be felt.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The exceptional circumstances affecting Early Years Foundation Stage mean that inspectors were unable to observe what is normally provided for the children. School self-evaluation gauges the Early Years Foundation Stage to be satisfactory in all respects. There is nothing in the inspection evidence to contradict this view. The children join the Early Years Foundation Stage with skills and understanding that are typical of those of four-year-olds. They make satisfactory progress in the Reception classes and make the transition to Year 1 attaining standards in line with national expectations for their ages. The headteacher and Early Years Foundation Stage leader have already identified several ways in which misfortune can be turned to advantage. Their plans are for a refurbished and re-equipped unit to provide an improved learning environment for the children to work in.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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	3

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Stage	
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## Views of parents and carers

A very large majority of parents and carers agreed with all of the statements on the questionnaire and almost all said that, overall, they were happy with their children's experience at this school. A few parents and carers raised concerns, mainly relating to communication issues, be it information about children's progress or the extent to which the school takes account of their concerns. Inspectors found no evidence to endorse these issues. Since the start of the school year, the school has sought to engage with parents and carers more effectively by improving communication at all levels and ensuring that the headteacher is readily available to deal with concerns, should they arise.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Welton St Mary's Church of England 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 141 completed questionnaires by the end of the on-site inspection. In total, there are 403 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	48	65	46	6	4	0	0
The school keeps my child safe	76	54	65	46	0	0	0	0
My school informs me about my child's progress	31	22	93	66	13	9	4	3
My child is making enough progress at this school	40	28	84	60	12	9	2	1
The teaching is good at this school	57	40	75	53	6	4	0	0
The school helps me to support my child's learning	49	35	80	57	10	7	1	1
The school helps my child to have a healthy lifestyle	49	35	90	64	1	1	1	1
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)	50	35	70	50	6	4	1	1
The school meets my child's particular needs	47	33	76	54	8	6	3	2
The school deals effectively with unacceptable behaviour	34	24	92	65	7	5	6	4
The school takes account of my suggestions and concerns	28	20	86	61	12	9	3	2
The school is led and managed effectively	30	21	87	62	12	9	0	0
Overall, I am happy with my child's experience at this school	54	38	81	57	5	4	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



10 February 2011

Dear Pupils

**Inspection of St Mary's Church of England Primary School, Lincoln LN2 3LA**

Thank you for the warm welcome and the courteous way that you treated me and my fellow inspectors when we visited your school. This is what we found out.

Your school is giving you a satisfactory education.

Standards are above average but the rates at which you make progress vary.

The headteacher has taken successful steps to improve your learning and to make sure that you all reach the targets set for you.

Pupils of all abilities are now making the progress that they should and, recently, progress has begun to accelerate, particularly in Years 5 and 6.

Your good behaviour in lessons helps you to learn and those who are capable of reaching higher levels respond well to the challenging work that teachers set.

The curriculum provides plenty of exciting activities that motivate you to learn but, at present, you do not learn enough about the people in this country who have different beliefs and ways of life.

To help the school improve your learning and progress further, we have recommended that the school's leaders should do the following:

- ensure that all teachers make use of everything they know about your recent performance to match the activities they plan to what you really need to learn next, whatever your ability
- make sure that teachers talk to you more often about the targets they set for you, so that you are thinking about them in every lesson
- make sure that teachers' marking and feedback about your work shows you exactly what you need to do in order to improve. You can help by doing your best to follow your teachers' advice and, if in doubt, ask.
- ensure that you learn more about communities in the United Kingdom whose lifestyles and religious beliefs are different from your own.

Yours sincerely

Glynn Storer

Lead inspector

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