

# Welton Primary School

## Inspection report

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<b>Unique Reference Number</b>	109071
<b>Local Authority</b>	Bath and North East Somerset
<b>Inspection number</b>	356470
<b>Inspection dates</b>	11–12 May 2011
<b>Reporting inspector</b>	Tony Shield

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	161
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Green
<b>Headteacher</b>	Ruth Haines
<b>Date of previous school inspection</b>	21 May 2008
<b>School address</b>	Radstock Road Midsomer Norton Radstock BA3 2AG
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## Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons or parts of lessons, and eight teachers were observed. Inspectors held meetings with governors, members of staff and pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress. A small number of parents and carers were spoken to at the school gate. In reaching their judgements, inspectors took into account the views of 54 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following.

- Whether progress is improving, if the recent decline in attainment has been reversed and that progress is at least satisfactory through the school, particularly in mathematics.
- Whether the impact of teaching on pupils' progress is good, particularly for more-able pupils and in mathematics.
- The quality of the school's monitoring and self-evaluation and the impact of action taken to drive school improvement.

## Information about the school

Welton Primary School is smaller than most primary schools. Most pupils are of White British heritage, with a small number from minority ethnic heritages, none of whom are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is below average, and the proportion of those with special educational needs and/or disabilities is above average. These pupils have a range of learning difficulties and physical disabilities. The school has been awarded Healthy Schools status, Activemark, Eco Schools (bronze award), the Basic Skills Quality Mark and the Inclusion Quality Mark. There are on-site breakfast- and after-school clubs, but they are managed by a private provider and were not part of this inspection.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Welton Primary is a good school. The school has many strengths, not least the personal development of its pupils. Pupils are polite and friendly and show pride in their school. Parents and carers are also very supportive and most are happy with their child's overall experience at school. The declining trend in attainment has been decisively reversed and the school has a strong momentum moving forward. Determined and effective leadership has ensured that there are higher standards in all years in key subjects such as mathematics, reading and writing. Accurate self-evaluation, informed by rigorous monitoring and a comprehensive analysis of performance data has proved a springboard for well-judged improvement planning. A strong staff team has made purposeful strides forward in school improvement. As a result, the school's capacity for sustaining its improvement is good.

There are a number of other key strengths and some areas for continuing improvement.

Attainment in reading, writing and mathematics is broadly average, and pupils are making good progress from their starting points. While progress in mathematics has lagged behind, measures taken to improve pupils' skills in manipulating numbers are paying dividends and pupils' progress is improving rapidly. Nevertheless, there is more work to be done before all pupils reach their potential, particularly in mathematics. In addition, some more-able pupils do not achieve as well as they could.

Pupils' good behaviour and attitudes are significant factors in their good progress. Because they are often actively involved in lessons, pupils are keen and excited to learn. Around the school, pupils are thoughtful and kind to others.

Children get off to a good start in the Reception class. They settle happily into school routines and make good progress. In Key Stages 1 and 2, pupils continue to make good progress because teaching is good. In lessons, activities are well chosen to inspire pupils and planning is detailed and thorough. While good teaching is the norm, some inconsistent approaches remain. Expectations for what the most-able pupils might achieve are not always high enough and tasks in lessons do not always challenge these pupils to aim high. Not all pupils say they know how well they are getting on and what they should do next.

The curriculum is planned imaginatively to excite and motivate pupils. An appropriate emphasis is given to developing basic skills, but sometimes these are not used and applied well enough across all subjects.

Pupils make an excellent contribution to the school and wider community. They take their responsibilities seriously in many different ways, for example as members of the school council, or as ambassadors helping to show prospective parents and carers around the

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school. Pupils have an exceptionally strong awareness of how to adopt a healthy lifestyle and try their best to stick to it.

The school takes great care to ensure procedures for the care and welfare of all pupils, including the most vulnerable, are robust. As a result, pupils say they feel exceptionally safe at school. Pupils have a good understanding of their responsibilities to one another and especially to others less fortunate than themselves. Their spiritual, moral, social and cultural development is good.

The school's success is based on a shared vision and strong teamwork. The relatively new staff team is supported well by governors.

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

- Further accelerate the progress of pupils, especially the more able by:
  - setting higher expectations of what all pupils might achieve
  - ensuring tasks in lessons are sharply defined to challenge more-able pupils
  - ensuring pupils understand more consistently how well they are doing, what they are aiming for and what they need to do to improve
  - sharing good practice more widely.
- Raise attainment, particularly in mathematics by:
  - providing more opportunities for pupils to use and apply their skills across different subjects.

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

**2**

While attainment in national tests in both English and mathematics has varied in recent years, standards overall have been broadly average. The focus on improving attainment, particularly in mathematics, is bearing fruit and progress is accelerating in all years. Pupils speak confidently and the emphasis on oral work in lessons helps ensure that pupils articulate their ideas clearly and confidently. For example, a lively discussion took place in a Year 6 mathematics lesson, when pupils worked through a problem which had been filmed, in order to spark ideas of how to correct some misconceptions. Some pupils in all years produce creative and well-structured writing. They take pride in their work and, for the most part, present it carefully and accurately. Pupils with special educational needs and/or disabilities make good progress as a result of well-targeted interventions and support.

Pupils' basic skills, including their computer skills, are satisfactory, although they do not always apply these confidently in different contexts. They develop good interpersonal skills and teamwork because much of the learning is practical and involves discussion and negotiation. This prepares them well for their futures beyond primary school. Strengths in pupils' awareness of the importance of a healthy diet and an active lifestyle are recognised by the school's awards of Healthy Schools status and the Activemark. Pupils' understanding of their responsibility to develop a sustainable future has also been recognised by the Eco Schools award. Pupils have a keen interest in the beliefs, feelings and values of others, and links with a school in India offer pupils a very different

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perspective on global friendship. Attendance is above average and has been improving, a mark of their increasing enjoyment of learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	2
<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?

A purposeful climate for learning characterises all lessons. Tasks are well chosen to interest and excite pupils, and pupils are encouraged to engage actively with the learning. ♦ Pace is often rapid and keeps the pupils on their toes. Good use is made of new technologies, including video cameras and interactive whiteboards, to present ideas imaginatively. Teachers make clear to pupils what they are going to learn, and what they will be looking for by the end of the lesson. Assessment is used with increasing precision to match work to individual needs, but there is still some variation in the success with which the more-able pupils are stretched to do their best. Some marking is exemplary, but not all pupils are clear how well they are doing or how to improve their work. The best practice is not always shared widely enough among staff.

The curriculum is well judged to ensure pupils are excited and involved in their learning. While there is an appropriate emphasis given to the acquisition and consolidation of key literacy and numeracy skills, there are considerable opportunities to expand and deepen learning across different subjects. Year 3 and 4 pupils showed considerable discipline and control as they prepared excitedly for an African drumming performance before the Year 4

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pupils departed on a residential camp. This commitment to providing a rich and varied curriculum encourages a lively and interested response from pupils. Intervention programmes and one-to-one support for pupils falling behind are proving effective and there is good provision for the significant number of pupils with special educational needs and/or disabilities. The school is rightly working to extend and develop its provision for its gifted and talented pupils.

At the school's heart is its commitment to the care, guidance and support of every pupil. Staff are dedicated to ensuring potentially vulnerable pupils in particular are well cared for and that barriers to learning are removed. Pupils are known as individuals and, as a result, careful attention is given to both their personal and academic needs. Extensive links with a range of professionals and external agencies ensure specialist expertise is always on tap. Parents and carers express high levels of confidence in the school's ability to keep pupils safe.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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 headteacher has set a clear direction, and a strong drive for improvement and common sense of purpose characterises the school's leadership and management. This shared ambition to do the best for all pupils is based on realistic self-evaluation and a sharp analysis of performance data. Provision is monitored carefully and   rigorous evaluation of what works ensures the school tackles weaknesses, for example in mathematics and reading in Key Stage 1. The governing body is led well by the Chair of the Governing Body, whose leadership ensures all governors are increasingly confident in their ability to play a full part in the school's strategic direction as well as in monitoring provision.

The school is rigorous in its approach to safeguarding and ensures all relevant policies and procedures are in place and regularly reviewed. Staff fully understand their responsibilities in relation to child protection and ensuring pupils are safe. They are kept up to date with regular training. The school has received the Inclusion Quality Mark and is committed to removing any barriers to learning. The learning of different groups of pupils is carefully monitored and gaps between performances are narrowing. The school understands its context and does a lot to promote community cohesion in school and the wider community. Links with schools internationally provide an important dimension to the pupils' learning, but there is more to be done at a national level.

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*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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in the Reception class. From below expected levels on entry, particularly in relation to their speech and language development, children are well prepared for the more formal curriculum in Year 1. They make good progress because adult-led sessions are particularly well managed. In one lesson, the teacher, acting the role of the witch in the play house, inspired the children to develop some good speaking and listening skills. Feedback to the children is clear and recognises individual achievement. Relationships are warm and underpinned by sensitive classroom and behaviour management. Adults are consistently good role models. A mix of adult-led and child-initiated activities ensures children learn to experience and enjoy the whole curriculum. Space, both indoors and particularly outdoors, is a little cramped, but the environment is well organised and staff make the best of the spaces available. Ongoing observations of children's progress are used well to build up a picture of each child's development. The Early Years Foundation Stage leader has a good understanding of the provision's strengths and sensible ideas for further development.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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Stage	
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## Views of parents and carers

Parents and carers responding to the questionnaire are generally very happy with the school. The overwhelming majority of parents and carers believe that their children are safe and that the school helps them to keep healthy. A very large majority of parents and carers responded positively to all the other statements. ♦ While a very few parents and carers expressed some concerns, there was no common pattern to the views expressed. Many more parents and carers who wrote to inspectors were delighted with the atmosphere and the care shown to their children. 'I cannot fault the school; my daughter is so happy here' was typical of several comments.

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

The inspection team received 54 completed questionnaires by the end of the on-site inspection, a broadly average response rate. In total, there are 161 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	61	17	31	3	6	0	0
The school keeps my child safe	30	56	23	43	1	2	0	0
My school informs me about my child's progress	28	52	22	41	4	7	0	0
My child is making enough progress at this school	34	63	16	30	4	7	0	0
The teaching is good at this school	33	61	18	33	2	4	0	0
The school helps me to support my child's learning	31	57	19	35	4	7	0	0
The school helps my child to have a healthy lifestyle	31	57	23	43	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)	30	56	20	37	0	0	0	0
The school meets my child's particular needs	29	54	21	39	3	6	1	2
The school deals effectively with unacceptable behaviour	24	44	23	43	3	6	3	6
The school takes account of my suggestions and concerns	27	50	22	41	1	2	3	6
The school is led and managed effectively	21	39	24	44	5	9	3	6
Overall, I am happy with my child's experience at this school	32	59	18	33	2	4	1	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



13 May 2011

Dear Pupils

**Inspection of Welton Primary School, Midsomer Norton BA3 2AG**

Thank you for your help during the inspection of your school. We really enjoyed meeting you all and talking with some of you, and have taken what you said into account in writing this report. Your school is a good school. Here are some of the main findings from the report.

- You all get off to a really good start in the Reception class.
- You are making increasingly good progress although some of you could do even better, particularly in mathematics.
- Your good behaviour and attitudes to work are important in ensuring you make good progress. We enjoyed seeing you so involved in your learning in lessons.
- The teachers make sure you have lots of interesting and fun things to learn, and are good at teaching you. However, we have asked them to make sure that they get you to always aim for the best. Some of you told us that you don't always know how well you're getting on at school or how to get better. We have asked the teachers to let you know, but if they do not, make sure you ask them!
- The school takes really good care of you and as a result you feel safe. You have a very good understanding of how to live a healthy and active life. Many of you take important jobs in the school helping out on the School Council or as peer mediators, giving you a good sense of what you can do to help out.
- Some of you told us how much you enjoy school, and that is obvious from seeing you taking part so enthusiastically in lessons and in playing around the school. We really enjoyed listening to the African Drumming when we first arrived. The school is a really happy place to be and you get on well with each other.
- All of the adults in the school are working together to make the school better still. You can all help by continuing to do your best and joining in everything the school has to offer!

Thank you once again for your help during our visit, and best wishes for your work in the future!

Yours sincerely

Tony Shield

Lead inspector

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