



# Welburn Community Primary School

Inspection Report

**Unique Reference Number** 121327  
**Local Authority** North Yorkshire  
**Inspection number** 292082  
**Inspection date** 30 November 2006  
**Reporting inspector** Jim Griffin

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

<b>Type of school</b>	Primary	<b>School address</b>	Welburn
<b>School category</b>	Community		York
<b>Age range of pupils</b>	4-11		North Yorkshire YO60 7DX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01653 618301
<b>Number on roll (school)</b>	50	<b>Fax number</b>	0
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Jayne Wotherspoon
		<b>Headteacher</b>	Ms Helen Thomson
<b>Date of previous school inspection</b>	27 January 2003		

<b>Age group</b> 4-11	<b>Inspection date</b> 30 November 2006	<b>Inspection number</b> 292082
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a much smaller than average size school, with one infant and two junior mixed age classes. One twelfth of pupils are entitled to free school meals, which is around half the national average. All pupils are of White British heritage. The proportion of children with learning difficulties and/or disabilities is below average. There has been no change in teaching staff since the previous inspection.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an excellent school. The headteacher and her staff are fired by the shared belief in putting the needs of pupils first. The outcomes from this simple, clear philosophy are remarkable. Pupils make excellent progress academically, show outstanding personal qualities and the care they get is excellent. The headteacher and governors were overly modest in judging the school to be good. Parents are very positive about what the school provides and achieves. There has been very good improvement, since the previous inspection. Staff, parents and older pupils remark on the improved atmosphere in the school, in recent years. The school has an outstanding capacity to make any necessary improvements. It provides excellent value for money.

The school's care for pupils and their wider personal development are major strengths. Parents find that all staff are very approachable and helpful when difficulties or concerns arise. Pupils that join the school at other than the usual time settle rapidly, as they are made very welcome not only by staff but by pupils. Pupils' excellent attitudes to work and exemplary behaviour make a major contribution to the pleasant atmosphere in school. Pupils have a real voice in the school and their attendance is good. They know about the importance of healthy eating and exercise, to making them feel fit and happy. Older pupils enjoy taking on responsibilities, such as helping younger children in the dining hall. A typical comment from parents was that, 'the school fully meets the needs of the children-not only academically but also in helping them to develop as caring, confident, independent individuals'.

Pupils' excellent academic progress is largely due to the outstanding teaching across the school. Children enter Reception with knowledge and skills that are broadly in line with national expectations. They make good progress through Key Stage 1 and by the end of Year 2, pupils' standards are above the national average in reading, writing and mathematics. By the end of Year 6, standards are exceptionally high in English, mathematics and science. The central feature in the teaching that makes the big difference is that teachers put the learning of pupils first and then adapt their teaching to ensure rapid progress. Teaching pupils how they can think more effectively is also important to pupils' success.

The quality of leadership and management is outstanding. The headteacher provides an ambitious vision for all, rejecting any limitations imposed by the school's size. As a result, pupils enjoy the advantages of a small school whilst having the range of experiences more often associated with much larger ones. The levels of teamwork and common purpose among the staff are very good. All tasks are judged in terms of their contribution to pupils' progress and enjoyment of learning; this simple test does much to minimise unproductive workload. Governance is excellent, providing the right combination of support and challenge for a highly capable school team.

### What the school should do to improve further

- The headteacher and the governing body have identified the right priorities for further improvement, as outlined in the high quality development plan.

## **Achievement and standards**

### **Grade: 1**

Standards on entry to Reception are broadly average. Children settle into school quickly and make good progress in the Reception class. With few exceptions, by the end of their time in the Foundation Stage, children achieve the standards expected for their age and enter Year 1 with a good range of basic skills and knowledge. This secure and productive start is built on successfully and as they move through the school pupils make outstanding progress. They reach above average standards by the end of Year 2. Pupils' standards and progress are on a rising trend, by the end of Year 2, as growing proportions of pupils are reaching the higher Level 3.

By the end of Year 6, standards are exceptionally high in English, mathematics and science. Pupils' standards and progress are on a strongly rising trend by the end of Year 6. This is largely due to the impressively high proportion of pupils that now gain the higher Level 5 in English, mathematics and science. The school has clear plans to raise pupils' progress in writing closer to the excellent progress made in reading. The school exceeded its challenging targets in 2006. Pupils with additional learning difficulties and/or disabilities get well judged support and as a result, make outstanding progress against the ambitious targets set for their learning.

## **Personal development and well-being**

### **Grade: 1**

Exemplary behaviour and outstanding attitudes to learning make a major contribution to pupils' excellent achievements. Pupils have a high opinion of the school and what is done to help them. As pupils said, 'there is lots of learning and fun and teachers are very understanding and kind to us'. Pupils clearly enjoy their time at school and this contributes to the good attendance levels.

Pupils' personal development, including their spiritual, moral, social and cultural development, is excellent. Pupils cooperate and help each other. They are friendly, polite and sensible and articulately express mature views for their age. A delightfully calm, sociable atmosphere prevails in the dining hall. Pupils know that any unkindness to others, such as name-calling is unacceptable and decisively addressed by adults. Pupils' spiritual development is significantly developed through thinking skills and solving puzzles; these features also contribute significantly to their enjoyment of school. They have a growing awareness of other cultures. Older pupils spoke positively about a recent visit to a Sikh temple in Bradford, for example.

They understand that eating healthy food such as fruit, and taking regular exercise and regular drinks of water, keep them fit and healthy. Older pupils serve the rest of their table in the dining hall. The work of the school council is well regarded by other pupils. Pupils contribute to the wider community by performing Christmas carols in local villages and support a number of charities.

Excellent personal qualities combined with excellent standards in literacy and numeracy and improving computer skills, prepare pupils very well for secondary school and their future economic well being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding, leading to an atmosphere where pupils thrive and make exceptional progress. Very positive, purposeful relationships between adults and pupils and among pupils create an atmosphere when all expect learning to take place. There is an unusually clear emphasis on putting learning first and then adjusting the methods of teaching to achieve this objective. This approach is known by all staff as 'The Welburn Way'. The central feature is the daily assessment of learning that informs the next day's planning. As a result, any issues with pupils' learning are rapidly addressed. Other important features are the way learning objectives are always shared with pupils. Exceptionally good use is made of 'Talking partners', with pupils sharing ideas, to reinforce their learning. Teaching assistants are effectively deployed to support less confident learners.

Assessment information is used effectively to track pupils' progress on a termly basis. The quality of marking is very good, as any areas for improvement are consistently shared with pupils.

### **Curriculum and other activities**

#### **Grade: 2**

The quality of the curriculum is good overall. Provision for literacy, numeracy and science is excellent. Subject leaders, in these subjects, have accurately identified and implemented improvements, as needed. Other excellent features are the inclusion of thinking skills and the systematic use of 'Talking Partners' to promote higher quality speaking and listening. The quality of the provision in the Foundation Stage is good. The range of visits and visitors is a strong feature, well linked to pupils' school work. There is an after-school club each day, ranging from science and crafts to dance, drama and gym. This is an excellent aspect in the provision.

Whilst some attention has been given to strengthening the links between different areas of learning, this work is not yet as systematic or comprehensive as it could be. The school has identified this issue and is putting strategies into place to address it.

### **Care, guidance and support**

#### **Grade: 1**

The caring ethos, safe environment and very good relationships reflect the excellent pastoral care and support given to pupils. Parents are very pleased with the level of care their children receive. Pupils' views are regularly sought in circle times and through

the school council and surveys. As a result, the concerns and needs of pupils are very well known to adults.

Child protection procedures are well known to staff, and risk assessments are securely in place. There are good induction arrangements into the Reception class. Pupils that join classes later than the usual time make excellent progress like the rest of the cohort, as they settle rapidly and are quickly assessed and effectively tracked. Parents comment positively about how rapidly pupils settle in.

Arrangements to support pupils' academic progress are excellent. Pupils have termly targets in reading, writing, mathematics and in any other area that is identified as important to their progress. This information is shared regularly with parents. Pupils are becoming increasingly adept at identifying their own targets, and this is positively encouraged.

## **Leadership and management**

### **Grade: 1**

The inspiring leadership of the headteacher is the key reason behind the rapid improvement, since the previous inspection. She has created a very clear sense of direction, based on making pupils' learning the centre of all that school does. She has been equally effective in getting staff ownership of her ambitious vision. As a result, the school is now in the hands of a very strong, confident team. The quality of pupils' learning and care has improved significantly and as a result, pupils' progress and personal development are now exceptionally good. Innovative features have been introduced into the curriculum. There is an atmosphere of enthusiasm and celebration, where the pupils' needs are first and foremost.

The three-year school development plan, to which governors, parents and pupils have all contributed, identifies the right key priorities that are owned and shared by all. The related annual plans are very well managed. Teaching staff are skilled in the use of pupil performance data. Performance management is very well established, for all staff, and has had a very positive impact on their contribution to wider school improvement. The way in which workforce remodelling has been introduced is an exemplary feature, with non-teaching staff making a key contribution to learning.

Governors provide excellent support and challenge for the school, based on a shared, accurate grasp of its many strengths and very good monitoring of improvement areas. They are very effective partners in the school's rapid improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming me to your school and for being so friendly and helpful. It was very useful to hear how much you like your school. I really enjoyed my visit and want to share with you what I discovered. I think you go to an excellent school.

These are some of the things that I think are really outstanding about your school.

- The excellent progress you make in your work.
- The enthusiasm for learning shown by you and your teachers.
- Your behaviour is excellent and akin to a happy family.
- Your headteacher and the rest of the staff know you and your needs exceptionally well and make lessons exciting, challenging and fun for you.
- The people in charge of the school are really good at their jobs and know what they need to do to make the school even better.
- Your parents and carers are exceptionally pleased you come to this school.

What we have asked your school to do now.

- Because your school is an excellent one I have asked your headteacher to keep up the outstanding work being done.

You are a credit to your school. Please keep up your enthusiasm for learning so that this remains an outstanding school. I wish you every success in the future.