

# Welldon Park First School

## Inspection report

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<b>Unique Reference Number</b>	102220
<b>Local Authority</b>	Harrow
<b>Inspection number</b>	307939
<b>Inspection dates</b>	5–6 June 2008
<b>Reporting inspector</b>	Margaret Goodchild

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>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	3–8
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	274
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Pramod Mistry
<b>Headteacher</b>	Ms Patricia Serby
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Kingsley Road South Harrow Harrow HA2 8LT
<b>Telephone number</b>	020 8864 9378
<b>Fax number</b>	020 8423 7515

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<b>Age group</b>	3–8
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school has a very high proportion of pupils of minority ethnic heritage, many of whom speak English as an additional language. Pupils are mostly from Asian or British Asian backgrounds. The school has more pupils with a statement of special educational needs than most other schools and seven pupils are supported through its resource base for pupils with speech and language impairment. Otherwise, it has an average percentage of pupils with learning difficulties and disabilities. Their needs are mostly in relation to emotional and behavioural difficulties and autistic spectrum disorders. The school has Healthy Schools status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school and parents are generally satisfied with its work. From a low starting point, pupils achieve well to reach average standards by the end of Year 3. They make good progress in the Foundation Stage and in Years 1 to 3 as a result of good teaching and a curriculum that meets the needs of most pupils well. A high ratio of staff to pupils means that those who need extra help receive very good support in lessons, and teachers and teaching assistants plan thoroughly together. Provision for pupils with speech and language impairment and those with autistic spectrum disorders is good, and the school provides well for pupils who are at early stages in acquiring English as an additional language. Pupils with emotional and behavioural difficulties benefit from the school's clear expectations for behaviour and from the emphasis given to helping pupils to understand and express their feelings. However, the school is at an early stage in identifying pupils who are gifted and talented and does not yet have in place a distinct programme of activities to stimulate these pupils' development.

Personal development is good because the school provides good care, guidance and support for its pupils. From the Foundation Stage onwards, pupils are happy and confident learners who readily engage with the activities provided. Their eagerness to learn is a significant factor in the good progress that they make. Pupils have an exceptionally good understanding of healthy living, which reflects the school's work with parents as well as pupils in promoting healthy eating. Pupils speak enthusiastically about the opportunities provided to take responsibility and they are active in collecting for a wide range of charities. Pupils from different backgrounds get on well together and the 'language of the month' initiative is outstanding in promoting cultural harmony.

Assessment is satisfactory overall. Teachers generally make good use of assessment information in planning their lessons and share learning intentions with pupils so that they know what is expected of them. In the Foundation Stage, a good system is in place for observing what children can do and for assessing and tracking their progress. In the rest of the school, pupils' attainment and progress are assessed regularly in the core subjects of English, mathematics, science and information and communication technology (ICT) but assessment is weak in other subjects. Furthermore, teachers' expectations when assessing pupils' work against National Curriculum levels in the core subjects vary somewhat between Years 2 and 3. This makes it difficult for the school to check how much progress pupils are really making in Year 3.

The school is led and managed well. Senior leaders are strongly committed to inclusion and have succeeded in maintaining a good quality of education despite several staff changes since the last inspection. They are accurate in their judgement of the school's overall effectiveness and, in most respects, in identifying its strengths and areas for development. However, much of the monitoring is informal and the findings are frequently not recorded. A system for tracking pupils' progress has been introduced recently but the school is at an early stage in analysing the resulting information and using the findings to drive school improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

The school makes good provision for children in the Foundation Stage. Teaching is good and there is a good balance of adult-led and child-initiated activities. At the end of last year, most children met national expectations in personal, social and emotional development and physical

development. Their attainment was below national expectations in other areas. Although some children are still working below expectations for their age, progress is good and improvement in the teaching of letters and sounds is having a clearly positive effect on children's acquisition of skills in reading and writing. The school provides parents with good opportunities to work as partners in their children's learning, particularly in literacy. However, the outdoor area does not promote learning as well as it should, and the school has rightly identified the need to develop the outdoor facilities for children throughout the Foundation Stage.

### **What the school should do to improve further**

- Increase the rigour of self-evaluation and the analysis of information from tracking to drive school improvement.
- Ensure that assessment procedures are put in place in all subjects and that teachers in Years 2 and 3 have a shared understanding of what is expected to gain a particular National Curriculum level.
- Improve methods for identifying gifted and talented pupils and develop a programme to extend their learning.

## **Achievement and standards**

### **Grade: 2**

Standards in Year 2 tests in 2007 were broadly average, though standards in reading were somewhat lower than those in writing and mathematics. Pupils with a statement of special educational needs and others receiving specialist support reached standards well above those of similar groups nationally, indicating very good progress. Standards at the end of Years 2 and 3 are currently average in English and mathematics. The school's efforts to raise achievement in reading have already begun to take effect, and the number of pupils working at higher levels in reading is now closer to that nationally. There has also been an increase in the number of pupils reaching higher levels in writing and mathematics. Pupils make good progress in English, mathematics and information and communication technology and satisfactory progress in other subjects.

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

### **Grade: 2**

Pupils have positive attitudes to school and say that they enjoy learning because 'The teachers teach us fun things'. Behaviour is good and many pupils are exceptionally cooperative with their teachers. Attendance is satisfactory overall and most pupils attend regularly. The attendance of a minority of pupils is below expectations, largely as a result of overseas visits being arranged during term time. Pupils say that bullying is rare and they are confident that help will be at hand should they need it. As a result, pupils feel safe. They are fully aware of the importance of healthy lifestyles and value the many opportunities to take part in sport and other physical activities. Pupils' spiritual, moral, social and cultural development is good, and pupils show a keen awareness of each other's traditions and beliefs. They make a good contribution to the school and wider community through the work of the school council, which has influenced, for instance, the design of the playgrounds and toilets, and older pupils readily support younger ones. Pupils show high levels of confidence and social awareness by the time they leave the school and these qualities, combined with their good progress in acquiring basic skills in literacy, numeracy and ICT, prepare them well for the next stage of their education and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers have good subject knowledge and use a variety of methods to engage pupils' interest. Explanations are generally clear so that pupils understand what is expected of them, and teachers make good use of practical resources to support learning. The use of ICT has improved significantly since the last inspection, with interactive whiteboards in every classroom. Teachers ensure that pupils develop the necessary skills to work well together, for instance discussing their ideas with a partner. They also provide them with opportunities to work independently, for example through creative writing on a chosen topic. Parents have good opportunities to become involved in their children's learning and are kept well informed about how well they are doing. The assessment of pupils for whom English is an additional language and those with learning difficulties is good. However, systems for identifying pupils who are gifted and talented are not precise enough.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is broad and balanced and the present focus on raising standards in literacy, with a strong emphasis on speaking and listening, is having a positive impact. Pupils have good opportunities to develop their creativity through weekly sessions with arts specialists, and the curriculum is enriched by a wide range of visits and visitors. There are many clubs before, during and after school, and themed events such as focus weeks for mathematics and geography deepen pupils' learning. Much emphasis is successfully placed on promoting pupils' emotional and social development. The school has strong links with the local community and very close links with the neighbouring middle school which, for example, provide valuable opportunities for pupils to extend their ICT skills. Special occasions like 'international week' provide opportunities for parents to get involved in activities and the school has provided workshops, for instance for Tamil and Somali parents.

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

#### **Grade: 2**

The school works exceptionally well with outside agencies and therapists to support pupils with learning difficulties, including those with speech and language impairment. Pupils new to the school receive good support which helps them to settle down quickly, and those in Year 3 receive outstanding support in making the transition to middle school. The effective promotion of good behaviour ensures that pupils learn in a calm and orderly environment. Satisfactory systems are in place for promoting regular attendance and ensuring that pupils are protected and safeguarded. Pupils have termly targets in English and mathematics and they have opportunities to evaluate their own progress and that of their peers. Although marking is variable in quality, pupils receive regular verbal feedback about how well they are doing so that they are aware of how to improve their work.

## Leadership and management

### Grade: 2

The headteacher receives strong support from the deputy head. The school has a good mixture of very experienced staff and newly qualified teachers, and induction and support for new staff are effective. The school is well resourced and has a very skilled group of well-trained teaching assistants. Staff changes partly explain why improvement since the last inspection has been only satisfactory but the school's capacity to improve remains satisfactory. Leaders are effective in raising standards when they focus on a particular area, as seen in recent improvements in literacy, and there are some examples of in-depth monitoring. However, the systems for self-evaluation and data analysis provide only satisfactory support for school improvement. A small group of governors has a thorough understanding of the school's strengths and weaknesses and brings valuable expertise. The governing body has a number of new members, though, and there are some governor vacancies. The level of challenge provided by the governing body as a whole is therefore satisfactory at present.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<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>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<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>	2

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

19 June 2008

Dear Children

Inspection of Welldon Park First School, Harrow, HA2 8LT

Thank you for making us feel so welcome when we visited your school. We enjoyed coming into your lessons and looking at the work you were doing, and talking to some of you about what it is like to be a pupil at your school. These are the main things we found out about the school.

- It is a good school that helps you to make good progress and reach high standards.
- You behave well and many of you are extremely sensible and well behaved.
- You get on well together and say that you enjoy school.
- Most of you attend regularly and are eager to learn.
- Teaching is good and the staff make sure that you are well looked after.
- The school makes learning interesting by inviting visitors to the school and arranging many special events.

We have asked the headteacher and other staff to make the school even better for you, by:

- regularly checking what is working well and what could be improved
- keeping careful records of how well you are doing in all your subjects
- checking more closely to find out which ones of you have particular gifts and talents and providing some special activities for you.

You can help them by always doing your best. I hope you continue to enjoy your time at the school.

Yours sincerely

Ms M J Goodchild

Lead Inspector