

# Welbourne Primary School

Stainby Road, London, N15 4EA

**Inspection dates** 7–8 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The leadership of the headteacher is highly effective and she is relentless in her drive for continued improvement. As a result, there have been gains in the quality of teaching and pupils' achievement.
- The progress pupils make from their well below starting points is higher than that seen nationally because of good teaching and strong adult support, especially in the Nursery and Reception classes.
- Pupils' behaviour and attitudes to learning are exemplary. They are very proud of their school and are highly respectful and courteous towards each other and staff. Pupils say they feel safe in the school and are very happy. Attendance is above the national average.
- Teaching has been improved systematically over the last three years and is now good with some that is outstanding. Senior leaders provide regular training and opportunities for teachers to work together.
- Parents and carers are highly positive about the school and praise the work of the teachers in helping their children learn. Many said they feel very welcome in the school.
- The governing body provides good support and the necessary challenge to make sure the school continues to improve.

### It is not yet an outstanding school because

- Although teaching is good, it is not yet outstanding because teachers do not always give more able pupils work that will challenge them earlier in the lesson.
- Standards of attainment, particularly for the more able pupils, are not as high as they could be by the time pupils leave the school in Year 6.
- Subject leaders are new to their roles and lack experience in supporting teachers to give written feedback to pupils that is consistently effective so that pupils are clear about what they need to do to improve their work.

## Information about this inspection

- Inspectors observed 22 lessons, of which four were conducted jointly with senior leaders. In addition, they made two shorter visits to lessons to focus on specific aspects of learning. They listened to pupils read and scrutinised pupils' work.
- Inspectors observed the school's work and examined a range of documentation, including the school's own performance data, records of the monitoring of the quality of teaching, an analysis of its strengths and areas for development, governing body minutes and records relating to attendance, behaviour and safeguarding.
- Discussions were held with groups of pupils, the headteacher, subject leaders, teachers, members of the governing body and a representative from the local authority.
- The inspectors considered 21 questionnaires completed by members of staff.
- The views of parents were sought at the beginning of the school day and at events held for parents. No responses were taken from Parent View, the Ofsted online survey, as no report had been published due to an insufficient number of responses at the time of the inspection.

## Inspection team

Mirella Lombardo, Lead inspector	Additional Inspector
Karen Metcalfe	Additional Inspector
Samuel Ofori-Kyereh	Additional Inspector

## Full report

### Information about this school

- The school is a larger-than-average primary school. The school is in the process of expanding to three forms of entry and new classrooms are being built.
- A high proportion of pupils are eligible for the pupil premium, the extra funding provided by the government to support children in care, those who are known to be eligible for free school meals and children from service families. There are no pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above the national average.
- The number of pupils who are from minority ethnic backgrounds or speak English as an additional language is higher than the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher has joined the school since the previous inspection.

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

- Increase the proportion of outstanding teaching to raise pupils' attainment by:
  - making sure that more able pupils are given work that challenges them earlier in the lesson so that the pace of their learning is improved
  - developing the capacity of subject leaders to support teachers across the school in making their written feedback consistently effective so that pupils are clear about what they need to do to improve their work.

## Inspection judgements

### The achievement of pupils is good

- Children join the school with skills and understanding that are well below what is expected for their age, especially in language and communication. They receive good care and support from adults who plan a range of interesting indoor and outdoor activities which develop their curiosity. They make outstanding progress in the Nursery and Reception classes so that by the time they leave Reception, they have reached standards that are just above average.
- Pupils continue to make good progress in Key Stage 1 and reach standards similar to the national average in reading, and above in mathematics and writing, with more pupils reaching the higher levels, especially in mathematics, than other pupils nationally.
- By the time pupils leave the school in Year 6, they have made progress which is better than that of most pupils nationally. However, in some year groups in Key Stage 2, the legacy of weak teaching in the past means that only a few pupils exceed expected progress, particularly in mathematics.
- Pupils' attainment at the end of Key Stage 2 in 2013 was below average for more able pupils in mathematics and reading. This is because these pupils are not always given hard enough work to do throughout lessons, especially during the introductions to learning.
- Pupils enjoy reading the wide range of texts available in the school and have well-developed phonic skills (linking letters to the sounds they make). In 2013, children reached levels similar to those of other pupils nationally in the Year 1 phonics screening check.
- There are good opportunities for pupils to develop their speaking and listening skills and build their vocabulary. This particularly helps pupils who speak English as an additional language to make good progress. For example, in a Year 2 class, a group of children were supported well by the teacher to use pictures and key words to create a story map while she showed them how to use rich language and corrected pupils' use of tenses.
- Disabled pupils and those who have special educational needs make progress that is better than that of their peers nationally. This is because their needs are identified early so that specialist support can be provided in addition to the individual support they receive in class.
- Pupils eligible for the pupil premium make good progress. The funding is used to provide individual and small-group work and to enable pupils to attend local facilities such as the 'Spurs Learning Zone'. The school is sensitive to any social and emotional needs pupils may have that could prevent them from learning and so has employed a counsellor to help individual pupils.
- By the end of Year 6, the gap in attainment in mathematics reduced so that eligible pupils attained as well as other pupils in the school. In writing, they also attained in line with other pupils in the school. In reading, their attainment was just over a term behind the others.

### The quality of teaching is good

- The quality of teaching is good across the school, with some that is outstanding. It is characterised by good pace and pupils' positive learning attitudes. Pupils say they enjoy completing the regular homework they are given and are keen to use this to improve their learning even further.
- Teaching in the Nursery and Reception classes is well planned and opportunities to make links across different areas of learning are used well. For example, following a session on looking for patterns in the environment, the next day children in Reception held a fashion show where they wore the patterns they had drawn and were encouraged to describe what they could see.
- Teaching provides pupils with memorable experiences. For example, in a Year 6 class, pupils engaged in a writing activity linked to the Second World War Blitz and shelters were set up in the hall to provide pupils with some experience of what it must have been like to shelter under the sound of sirens blaring and bombs falling. As a result, pupils were able to describe vividly

how they were feeling and this provided the stimulus for writing when they returned to class.

- Teachers use their teaching assistants well and they give valuable support, especially to disabled pupils and those who have special educational needs. This is because they are trained well alongside teachers and are given clear guidance, for example prompts to promote discussion.
- Teachers make clear what they want pupils to learn and encourage them to evaluate their writing to improve their work even further. In a Year 2 class, the teacher guided the pupils in evaluating different diary entries and used gestures and signs to support pupils in recalling the key features of quality texts. In a Year 5 class, a story about a haunted house was brought alive by the use of information and communication technology and a stimulating learning environment. The teacher guided pupils to evaluate texts to improve their own work and showed them how to edit it, and this resulted in pupils producing written work of a high quality.
- Teachers typically provide pupils with a clear understanding of what they will be learning and the key things that will help them know if they have been successful. However, the quality of written feedback provided to pupils in their books is less consistent and does not always provide sufficient guidance for them on what they need to do to improve their work.
- In some lessons, the pace of learning for the more able pupils is slow because they are not challenged earlier enough in the lesson and have to sit through explanations they already understand.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour around the school is exemplary. Pupils are courteous, well mannered and kind to each other and adults. They enjoy the responsibilities they are given around the school, for example as school council members and prefects. The reduced play space available to them during the current phase of building works in the school has not affected the positive way they play and work together.
- Few parents responded to Parent View, However, from the school's own survey and from inspectors talking to parents during the inspection, almost all parents are highly positive about behaviour in the school. Pupils say their learning is never disrupted by poor behaviour, they are well cared for and adults are fair.
- Pupils are very keen to explain what they are learning and support each other through 'talk partners' and sometimes in written feedback. They have positive attitudes to learning; for example, they were keen to talk about wanting to do well and go to university and asked an inspector about her own experience of university. One pupil referred to the school motto, 'Together we learn, together we succeed' and said, 'That's the way we work, we never give up'.
- The school regularly seeks the views of pupils to develop their sense of responsibility in making decisions, for example in providing quiet areas outdoors and in choosing colours for the new building. This is extended to the wider community. For example, pupils made the decision to split money raised from a school disco equally between the school and a donation to the charity Water Aid.
- Pupils are highly respectful of each other. Pupils with disabilities are included fully in all aspects of the school.
- Pupils say they feel very safe in the school. They say bullying does not happen at all and the records that the school keeps, which are very detailed, support this. Pupils have an excellent understanding of how to keep themselves safe, including keeping safe when using the internet. They are highly aware of the dangers the current building works on the school site can present.
- Attendance is above average and is the result of the stronger links forged with parents and the work of senior leaders and staff in promoting good attendance.

### **The leadership and management** are good

- The leadership of the headteacher is highly effective. Her evaluation of how well the school is

doing in its areas for improvement is accurate.

- The leader responsible for assessment has developed effective systems for tracking the performance of pupils across the school and this has supported leaders in identifying priorities in the school plan and targets for teachers to improve the achievement of the pupils in their class.
- Leaders regularly check the quality of teaching in the school. The performance of teachers is managed rigorously and all aspects of teachers' work, including the learning environment, are taken into account when making judgements about the quality of teaching and the areas teachers need to address to improve further. This has resulted in better teaching and the progress pupils make.
- The curriculum provides interesting topics and opportunities for developing international links. Teachers make good links between different areas of the curriculum, for example between history and science when pupils learn about electricity. Visits are planned regularly to widen pupils' experience.
- Teachers are positive about the training they receive from senior leaders and external trainers. The system of coaching introduced by senior leaders is highly valued by teachers and they say it has helped them to improve their teaching, in particular in writing. The school's involvement in a local network of schools has provided opportunities for teachers to train alongside other teachers.
- Subject leaders are new to their roles and have been given opportunities to work alongside their more experienced colleagues and are increasingly involved in checking the quality of teaching. However, their role in supporting teachers in developing effective strategies in assessment, in particular in written feedback to pupils, is less developed.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils learn about other religions, cultures and languages. In an assembly about Diwali, pupils were encouraged to reflect on the religious festival and its messages in thinking about striving to be the best they can be.
- The school has made working with parents a priority. Parents speak of an 'open door policy' and regularly come into the school. For example, a coffee morning to discuss fund raising and a free class for parents wanting to learn English were well attended.
- Pupils have two lessons of physical education a week and in addition they are able to participate in a wide range of sports, including tennis and, in Year 5, swimming. The school is using the new primary school sport funding to run healthy-eating workshops and provide specialist sport coaches to improve pupils' health and well-being. Senior leaders closely monitor the take-up of these activities.
- The local authority provides light touch support to the school by visiting the school to support senior leaders and has plans to work with the governing body.
- Requirements for safeguarding are fully met. The school is secure and the safety of pupils is a priority at all times.
- **The governance of the school:**
  - Governors have an accurate picture of how well the school is doing and how it compares with other schools nationally through their regular visits to the school, through the questions they ask of the headteacher and their increasing use of information on pupils' achievement. They work closely with senior leaders on setting the strategic direction of the school and provide the appropriate challenge to bring about further improvements. Governors keep a check on how the finances of the school are spent, including making sure the pupil premium is used effectively to narrow the gaps in achievement between eligible pupils and their peers. From the information they receive from the school's monitoring and evaluation cycle, they know about the quality of teaching in the school and how pay is linked to teachers' performance. They know what the school is doing to tackle any underperformance. They take part in regular training, for example on how to evaluate performance and on developing their role as governors.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102124
<b>Local authority</b>	Haringey
<b>Inspection number</b>	429476
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	530
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Owen Davies
<b>Headteacher</b>	Parveen Duggal
<b>Date of previous school inspection</b>	6–7 July 2009
<b>Telephone number</b>	020 8808 0427
<b>Fax number</b>	020 8493 1168
<b>Email address</b>	office@welbourne.haringey.sch.uk



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