

Inspection of The Welbourn Church of England Primary School

High Street, Welbourn, Lincoln, Lincolnshire LN5 0NH

Inspection dates: 10–11 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Pupils feel highly valued at this school. They enjoy their learning and the variety of clubs and activities that are provided. They say that adults in the school care for them well and keep them safe. They know there is always an adult they can talk to if they feel worried or upset. Pupils told us that the school has a 'real family feel'. Adults and pupils get on well together. Pupils are respectful and behave well. They told us bullying and poor behaviour are not tolerated.

The headteacher has established an inclusive school with a strong Christian ethos. This is reflected in the positive relationships between pupils and the wider community. For example, pupils often visit the local care home for the elderly. Pupils were keen to tell me how much they enjoy reading books with the elderly people.

The headteacher and governors are determined to raise expectations for all pupils. They have created a school where pupils behave well and work hard. Staff share leaders' firm belief that all pupils can achieve their best.

What does the school do well and what does it need to do better?

The school has improved rapidly since the headteacher was appointed. However, the quality of education is not yet good enough. Leaders have made improvements to the way some subjects are planned and taught, for example reading, writing and mathematics. Pupils in Year 2 now achieve well in these subjects. Leaders have not yet implemented curriculum plans across the school consistently. Some subjects are not planned or taught well enough and pupils do not achieve as well as they could. For example, in history planning does not support pupils to understand the chronology of historical events. Where subject plans are good, they are coherent and build on pupils' prior knowledge. For example, in science plans topics of learning are clearly linked across the school. Even so, teachers do not fully understand how to use these plans to connect parts of learning together. They do not consider how to ensure that pupils remember important information to build on their knowledge.

The teaching of reading is improving. However, the teaching of phonics (letters and the sounds they represent) requires further improvement. Teachers do not have the necessary training and resources to ensure that pupils learn as well as they should. Leaders have sensible plans in place to introduce a new way of teaching early reading.

Pupils are making better progress in mathematics than in the past. Staff are trained in new ways to teach mathematics. Appropriate planning is now in place. Sequenced learning helps pupils build their knowledge and understanding of mathematics. Further time is needed to ensure that teaching and learning in mathematics is consistent across the school.

Teachers adapt the curriculum for pupils with special educational needs and/or disabilities (SEND) well. Teachers work with the special educational needs coordinator to plan pupils' learning. Pupils with SEND receive appropriate support. Teachers ensure that pupils with SEND gain the knowledge they need to achieve their personal and academic targets.

A range of experiences helps pupils develop personally and socially. For example, pupils benefit from many extra-curricular clubs and events. They represent their school in the community through elected roles such as being part of the worship council.

Children in the early years settle well into school. Staff establish secure routines and high expectations for behaviour. Children are happy and kept safe in an inspiring environment. Adults are caring and positive. Parents are well informed about their children's progress and achievements. For example, parents take part in 'family Fridays' where they share their children's learning in the classroom.

In the early years, the teacher uses her assessments of what children know and can do to plan activities. Children build a good understanding of the world around them. They are well prepared for Year 1.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are nurtured and kept safe. Leaders are vigilant to the signs that a pupil may be at risk. They ensure that all staff receive up-to-date training in safeguarding procedures. Staff are tenacious with following up concerns. They work effectively with external agencies to support vulnerable children and their families.

Staff teach pupils to be aware of the potential risks they may face. For example, pupils learn about the dangers of using social media and crossing the road and how to stay safe in the water.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school is improving but it does not yet provide a good quality of education. Leaders' success in improving pupils' progression through some subjects has not so far been replicated across the whole curriculum. Leaders should ensure that updated plans for all subjects are in place as soon as possible.
- Not all staff understand how to plan and deliver subject content sequentially and revisit knowledge, as necessary, to build secure understanding. They do not routinely ensure that pupils have the component knowledge they need to succeed in a sequence of lessons. Leaders should ensure that all teachers have the

specialist knowledge they need to prevent these gaps developing, or to address them effectively if they occur.

- Subjects that are planned effectively like mathematics and science have not so far had time to be fully implemented. Other subjects are not yet planned and delivered effectively. Leaders should ensure that subject planning and teaching across the curriculum are consistently effective.
- Weaknesses in the school's phonics programme have left some pupils unable to read as well as they could. Leaders have decided to train staff in a new approach to the teaching of phonics and address this legacy. Leaders should therefore implement the new approach to the teaching of phonics as soon as possible to enable all pupils to read well. They should also ensure that pupils who need to catch up do so quickly.
- Historical weakness in the teaching of mathematics have left some pupils unprepared for their secondary schools at the end of key stage 2. Leaders have focused on improving the planning and teaching of mathematics over the last year. These improvements need further time to become embedded. Leaders should ensure that the teaching of mathematics is consistently strong across the school.
- Governors at the school are passionate about the school. They have worked closely with staff to support improvements to curriculum plans. Governors should now ensure that they have a comprehensive understanding of the overall intent, implementation and impact of the school's curriculum to ensure the school can offer a good quality of education.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120542
Local authority	Lincolnshire
Inspection number	10087357
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair of governing body	Allison Jackson
Headteacher	Tracy Boulter
Website	www.welbournprimary.co.uk
Date of previous inspection	9–10 March 2017

Information about this school

- A new headteacher was appointed in September 2018.
- The school is a voluntary controlled, Church of England school.
- The age range of pupils is now five to 11.
- The diocese carried out a section 48 inspection in March 2017. The school was judged good in all areas.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher and the leader responsible for early years and the provision for pupils with SEND. The lead inspector met with seven members of the governing body and two representatives from the local authority.
- Inspectors looked closely at the school's provision in English, physical education, mathematics, science and history. They met with the leaders of these subjects and visited all classes. They spoke with teachers about the lessons they deliver.

They met with pupils and spoke with them about their work. They also looked at pupils' work in these subjects.

- Inspectors listened to pupils read and talked with them about how they learn to read and about books they enjoy.
- Inspectors spoke with parents informally at the start of the school day. They also took account of the 34 responses to Ofsted's online survey, Parent View, and the 13 responses to Ofsted's survey for staff. Inspectors spoke with pupils about their school.
- The inspector looked at a range of documents, including: the school's self-evaluation of current performance and plans for improvement; the overview of the school's curriculum planning; the school's most recent published information on the achievement and progress of pupils; information relating to safeguarding; information about behaviour management; information relating to the school's use of the pupil premium funding and funding for pupils with SEND; the school's most recent information relating to the attendance of pupils and minutes from meetings of the governing body.

Inspection team

Stephanie Innes-Taylor, lead inspector Her Majesty's Inspector

Donna Moulds Ofsted Inspector

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