

# Welbeck Primary School

## Inspection report

---

<b>Unique Reference Number</b>	122480
<b>Local Authority</b>	Nottingham
<b>Inspection number</b>	314306
<b>Inspection dates</b>	9–10 April 2008
<b>Reporting inspector</b>	Roger Sadler

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

---

<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 on roll</b>	254
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Daphne Carter
<b>Headteacher</b>	Ms Carol Norman
<b>Date of previous school inspection</b>	15–17 March 2004
<b>School address</b>	Kinglake Place Meadows Nottingham NG2 1NT
<b>Telephone number</b>	0115 9153890
<b>Fax number</b>	0115 9153891

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	9–10 April 2008
<b>Inspection number</b>	314306

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school serves the Meadows, an area close to the centre of Nottingham. The proportion of pupils eligible for free school meals is well above average. The percentage of pupils from minority ethnic groups is well above average. More pupils than is typical join or leave the school at times other than the normal point of entry to the school's Nursery and many of these pupils are at very early stages of learning English. The percentage of pupils who have learning difficulties and/or disabilities is below average. The school runs a daily pre-school breakfast club and provides after school care in partnership with a neighbouring primary school. The school's International School Award accreditation has been updated recently and the school has received a Healthy Schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 1**

As a result of outstanding leadership and management, this is an outstanding school. Parents are strongly appreciative of the school's work and pupils are proud of their school. Parents recognise that the school communicates very well with them and has developed many ways of supporting them in helping their children learn. Most children enter Nursery with knowledge and skills well below those expected nationally. Pupils make excellent progress so that by Year 6 they attain nationally expected standards. Achievement is outstanding and has significantly improved since the last inspection. Care, guidance and support for learning are excellent. Pupils throughout the school progressively develop a very clear understanding of where and how to improve particular aspects of their work. By Year 6, pupils show an impressive ability to assess their own work, especially their writing, and show a clear understanding of which aspects require improvement in order for them to achieve the next level. Standards in English, mathematics and science are average but school data indicates that fewer pupils exceed expected levels in mathematics than in English and science.

Pastoral care and guidance are very strong and consequently pupils' personal development and well-being are exemplary. Pupils are polite and well mannered. They thoroughly enjoy school and their lessons. Many readily take responsibility for helping each other and improving the school. Staff expect much of pupils, and they rise to this challenge. They know that staff value and respect them and they develop self-confidence and a determination to do their best. The school's excellent international links and partnerships are used to review and improve provision. Following a visit to Sri Lanka, for example, members of staff were impressed by the high levels of responsibility given to young pupils in that country. This resulted in ensuring that Welbeck pupils were required to take a strong lead in various projects, such as an excellent debate, undertaken by some Year 6 pupils, on whether pupils should be allowed to cycle to school.

Pupils' learning benefits from outstanding teaching, characterised by excellent subject knowledge and high expectations. Teaching assistants make an important contribution to pupils' excellent progress, especially to the progress of those at the early stages of learning English and those who find learning difficult. A strong emphasis on family learning and excellent procedures to help parents support their children's learning at home enable parents to make an important contribution to the excellent progress their children make in reading. The curriculum is exciting and vibrant and is modified effectively to meet the broad range of learning needs in the school. Consequently, higher attaining pupils are often extended very well, especially in writing, science, music and art. Although the Foundation Stage curriculum is good, the school has not fully introduced a structured outdoor learning programme to broaden learning opportunities.

The headteacher provides exemplary leadership and inspires all other leaders, including subject leaders and governors, to carry out their roles effectively. She has nurtured an ethos of high achievement and ensured that the school accurately reviews, monitors, and evaluates its work and uses what is found to bring about improvements.

## Effectiveness of the Foundation Stage

**Grade: 2**

Pupils make good progress in the Foundation Stage as a result of good teaching. A strong focus on personal, social and emotional development and on fostering the use of language lay secure foundations for future learning. However, poor early language, literacy and numeracy skills mean that many children do not achieve expected levels by the time they reach Year 1. Staff work together well to ensure activities engage children in their learning. Classrooms are vibrant and children feel happy, secure and confident. Activities are exciting and frequently challenging, with just the right balance between independent and adult-led learning. Those in most need, including those who are only beginning to understand English, flourish because they often receive one-to-one attention. Although staff have developed the outdoor curriculum, they have not yet fully introduced a structured outdoor learning programme to broaden children's experiences further.

### What the school should do to improve further

- Increase the proportion of pupils attaining above nationally expected standards in mathematics.
- Provide a broader range of learning experiences in the Foundation Stage by developing the use of the outdoor environment.

## Achievement and standards

**Grade: 1**

Pupils make outstanding progress and achieve their best. Pupils' performance in national tests at Year 6, school records and pupils' work indicate that pupils attain average standards by the end of Year 6. Standards in science and English are a little higher than in mathematics where fewer pupils exceed the nationally expected standard for their ages. Standards of presentation are high by Year 6 and pupils take great pride in their work. Pupils produce particularly good work in music, art and design and physical education (PE) due to the strong emphasis placed on these subjects. As a result of high quality provision, standards in information and communication technology (ICT) are rising to above average levels.

## Personal development and well-being

**Grade: 1**

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. Multi-cultural understanding is particularly strong and governors have challenged and supported the school to make a real contribution to improving community relationships in the area. Consistently strong and harmonious relationships and excellent behaviour mean that learning continues uninterrupted. Pupils' thorough understanding of the need for a healthy diet and regular exercise is carefully nurtured. Procedures for health, safety and welfare are strong and pupils feel safe in school and act with careful consideration for their own safety and that of others. Because pupils make extremely good progress in their development of basic skills as well as their personal development, their preparation for the next stage of education and the world of work beyond is excellent.

## Quality of provision

### Teaching and learning

**Grade: 1**

Teaching and learning are never less than good and often outstanding. Excellent relationships result in very good attitudes and behaviour. Teachers have the highest expectations and adopt a variety of styles to engage pupils. They make very effective use of ICT to aid learning. Literacy and numeracy are taught particularly well and daily sessions on how to use the sounds that letters represent is helping younger pupils to improve reading skills. Classrooms are stimulating and inspire pupils to want to learn. Activities capture pupils' imaginations and challenge all abilities, including the most able. Teachers successfully match work to pupils' precise needs, enabling pupils to make excellent progress. Highly skilled teaching assistants make a very strong contribution towards the excellent achievement of those who find learning difficult and those in the early stages of learning English. Homework is managed well and is carefully communicated to pupils and parents. High quality marking and continuous feedback on work is an important factor in pupils' outstanding achievement because it helps them to understand how they can improve their performance.

### Curriculum and other activities

**Grade: 1**

The school's outstanding curriculum is closely focused on getting the best out of pupils and imaginatively embraces the richness and diversity of culture within the local area. The commitment towards promoting creative arts and pupils' personal development is a real strength. Ways of linking learning in different subjects make topics exciting and develop responsibility and independence very effectively. ICT has improved significantly since the previous inspection and is now an integral part of learning. For example, Year 6 pupils enjoyed using digital photography and computers to make a short film, in pairs, of their 'Quest' story writing. The curriculum is enriched by an outstanding range of visits and visitors, with a wealth of clubs and activities outside school hours. Many pupils enjoy and benefit from specialist-taught music lessons and opportunities to learn Spanish. Very strong links with other institutions, in addition to excellent international connections, adds greatly to pupils' enjoyment, brings learning to life and successfully broadens pupils' horizons. In science, the strong emphasis on investigative work promotes pupils' enthusiasm and leads to high levels of achievement.

### Care, guidance and support

**Grade: 1**

Academic and pastoral guidance are outstanding. The school has fully effective arrangements for ensuring pupils' safety, health and personal development. Child protection and safeguarding procedures are comprehensive and understood by all staff. There is a strong emphasis on nurturing the talents and interests of each individual and in promoting positive self-esteem. Academic progress is meticulously monitored and those at risk of underachieving are quickly identified and provided with an extensive range of extra programmes to ensure they do their best. The school has excellent ways of ensuring pupils know how to improve their work. Pupils' knowledge of their learning targets is impressive and makes a powerful contribution to their progress, especially in writing.

Excellent communication and strong links with parents, including regular family learning sessions held in partnership with Castle College, enable many parents to support their children's learning and helps ensure that they attend regularly.

## **Leadership and management**

**Grade: 1**

The headteacher provides the key inspiration for the overall success of the school. Not only is she personally outstanding as a leader but she is also able to inspire high standards of leadership in others. Consequently, governors, subject leaders and other senior managers carry out their roles to a very high standard. Since the previous successful inspection, the school has brought about some important improvements, for example in standards of writing and in pupils' knowledge of their own learning. The school has a strong track record of improvement and has an extremely clear and accurate grasp of where further improvements might be made. This means that the school has outstanding capacity to bring about further improvements.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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>
---	-----------------------

### 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>	<b>1</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>1</b>
The effectiveness of the Foundation Stage	<b>2</b>
The effectiveness of boarding provision	
The capacity to make any necessary improvements	<b>1</b>

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

<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>	<b>1</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>1</b>
How effectively leaders and managers use challenging targets to raise standards	<b>1</b>
The effectiveness of the school's self-evaluation	<b>1</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>1</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>1</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>1</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

## Annex B

11 April 2008



Dear Children

**Inspection of Welbeck Primary School, Nottingham, NG2 1NT.**

Thank you for making Mrs Aldridge, Mrs Campbell and me so welcome when we came to inspect your school. A special thanks to those who met Mrs Aldridge at lunchtime on the first day of the inspection. We are pleased that you enjoy school so much and attend so regularly. We thoroughly enjoyed talking with you and your teachers and watching you learn. Your school is an excellent school. It is run brilliantly and is giving you a superb education. Nursery and Reception children quickly begin to learn to read, write and behave well. Adults in all classes provide great teaching so that you make really good progress and do your best. You read well and many of your parents help you learn to read. You are being thoroughly well prepared for life at your next school. I am pleased yours is such a happy and interesting school and that you and your parents are so pleased with it.

You know how to act safely. You very clearly understand what is right and what is wrong, show consideration for others and are very friendly to each other. You should be proud of your excellent behaviour and manners. Those of you who need extra help with your learning or with your English make great progress because the school really helps you learn. It was good to see you singing so well in assembly and we enjoyed seeing your excellent writing and art work around the school.

There are things that your headteacher, the staff and the governors want to improve because they want your school to get even better! We agree with them that there are two important things to do.

- Try to help more of you reach higher levels in mathematics.
- Make better use of outside space for Nursery and Reception children.

With very best wishes for the future,

Mr Sadler  
Lead inspector