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Mr J Snell
Headteacher
Welton Primary School
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Dear Mr Snell

Short inspection of Welton Primary School

Following my visit to the school on 6 October 2015 I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in May 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. The school provides a welcoming and orderly atmosphere where pupils do well. The classrooms are well organised with attractive displays, which showcase the pupils' current work. There is a real sense of purpose at the school, where everyone knows that their contribution is important.

The school leaders ensure that there is a strong emphasis on promoting pupils' positive behaviour. The introduction of the school's values has been well received and, as a result, pupils are proud of their contribution to the school community. This is reflected in the positive way that pupils work together in the classroom, listening respectfully to one another and supporting each other.

Pupils enjoy school and find learning interesting and fun. The teachers' enthusiasm for the subjects they teach is infectious and captures pupils' interests and imaginations. The school's marking policy is used well to ensure that pupils receive regular feedback on the quality and accuracy of their work. Staff mark books carefully, taking time to record where pupils have made progress, while also highlighting where further improvement is needed. This helps pupils develop a secure understanding of how to improve their work, which they do in subsequent

lessons. Current pupils are making good progress throughout the school, which is an improving picture. The school's tracking system ensures that teachers have a good understanding of each individual pupil's rate of development. As a result, the school responds quickly when pupils are identified as not making the progress expected.

Although you were not appointed as the substantive headteacher until after the school's most recent inspection, you have taken a strong lead in tackling the areas identified as needing to improve. Strategies to increase pupils' progress by increasing the level of challenge, particularly for the most able, are helping pupils to do well. Similarly, the work in providing practical resources to help pupils grasp mathematical concepts is proving beneficial and raising pupils' attainment in mathematics. Despite these improvements, further work is required to ensure that all groups of pupils are enabled to do their best and attain even higher standards. Working with your senior staff, you have identified that teachers are now delivering lessons that are fully stretching and challenging all ability groups.

Safeguarding is effective.

Leaders and governors are extremely vigilant about ensuring pupils' safety. The school's systems and procedures are deployed to good effect to ensure that pupils are safe and enjoy being at school. Having completed relevant training, all staff are fully aware of their responsibilities. As a result, pupils and their parents are rightly confident that the school's safeguarding arrangements work well.

Inspection findings

- The school's leaders focus successfully on delivering high-quality education. As leader of the school, you have your finger firmly on the pulse and you know the school inside out. Your senior leadership team provides strong support and, together, you have a clear and accurate overview of the school's strengths and the areas that need to improve.
- The school's self-evaluation sets out a clear rationale for the current improvement priorities. Governors work closely with the leadership team and play a crucial role in checking that the school is tackling the right issues. They are robust in holding you and your senior leaders to account. To ensure that governors are well informed, you prepare very comprehensive reports, which provide extremely detailed information. However, some governors lack confidence in understanding the analysis of information about pupils' performance. This limits their ability to ask relevant questions about the achievement of different groups of pupils.
- The leadership team know the teaching staff well. You are right to praise the overwhelmingly positive attitude of teachers, who all enjoy working at the school. There is a real commitment from the staff to do the best possible for all pupils at the school. It was heartening to hear that teachers willingly go the extra mile to help those pupils and, in some cases, their parents, to engage successfully with school.

- Senior leaders are right to take action to increase pupils' progress, particularly in English. The initiatives that the school has introduced are helping to promote a greater consistency in how aspects of the subject are taught in each year group. As a result, pupils are making faster progress in reading and writing, and attainment is rising, particularly across Key Stage 1. The English subject leader is fully aware of the need to monitor and evaluate the impact of each new initiative to establish how well it is working.
- Pupils joining the school at times other than the start of the academic year receive excellent support to help them settle quickly into routines. The practice of carrying out assessments to gain an accurate overview of pupils' achievements on entry is proving successful. Teachers make good use of the information gathered to provide a structured programme that helps these pupils to make rapid progress.
- Pupils enjoy learning and want to do well. During lessons, they engage actively and demonstrate positive attitudes to learning. They respond well to teachers and other adults working in the classroom, which helps them to learn. Relationships are positive and pupils talk confidently about being proud of their school.
- Pupils are confident that they are safe and that the school is proactive in tackling any inappropriate behaviour. The initiatives to ensure that incidents of bullying are kept to a minimum are successful.
- The overwhelming majority of parents who responded to Parent View are full of praise for the school. The responses to the questions are almost all positive, with only a very small minority reporting that they would welcome more information about their child's progress. To improve communication between school and families, teachers are using social media innovatively to inform parents about the work pupils are completing. In addition, the school website provides a useful source of additional information about the school's work. However, not all of the information provided is current.

Next steps for the school

Leaders and governors should ensure that:

- the governing body receives concise information summarising pupils' performance so that they can quickly ascertain how well pupils are achieving
- they formalise arrangements for staff and governors with subject responsibilities to meet so that they routinely hold staff to account for the progress and attainment of all pupils

- the school's website is up to date so that it complies fully with the current regulations.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bath and North East Somerset. This letter will be published on the Ofsted website.

Yours sincerely

Ken Buxton

**Her Majesty's Inspector
Information about the inspection**

During the inspection, I met you, your senior teachers and three governors, including the Chair of the Governing Body. I also met with a representative from the local authority. During the day, you and I visited every classroom to observe teaching and to see pupils at work. I also met with a group of pupils to discuss their views about the school. In addition, I reviewed information about pupils' progress and other relevant school documentation, including records about attendance, punctuality and keeping pupils safe. I also considered the views of 81 parents from Parent View and analysed the views from 22 staff who completed Ofsted's questionnaire.