

Wellington Primary School

Inspection report

Unique Reference Number	116745
Local Authority	Herefordshire
Inspection number	358019
Inspection dates	12–13 January 2011
Reporting inspector	Mark Mumby HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Shaun Losh
Headteacher	Wendy Harrison
Date of previous school inspection	29 January 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. All four teachers were observed during seven lesson observations. Meetings were held with governors, members of the teaching and administrative staff and three representatives from the local authority. Informal discussions took place with pupils. Inspectors observed the school's work, and looked at documentation relating to the school's self-evaluation, planning and safeguarding. Responses to questionnaires from pupils, staff and 48 parents and carers were considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Learning and progress in English and mathematics with a particular focus on girls and more able pupils.
- The quality and effectiveness of the guidance pupils receive to help them improve their work.
- The outdoor learning environment for children in the Early Years Foundation Stage.

Information about the school

This is a smaller than average primary school. Virtually all of the pupils are of White British background. Fewer pupils than average are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below the national average, although there is a higher than typical proportion of pupils with a statement of special educational needs. The school has gained a wide range of awards including National Healthy School Status, Activemark, Football Association Charter, EcoSchools Silver Award, Inclusion Quality Mark, International Schools Award at intermediate level, Artsmark and Enquiry school status. The current headteacher took up her post in September 2010.

The school operates a breakfast club. A playgroup and provision for after-school care operate on the school site. These are both operated independently from the school and are inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school has made significant progress since the recent appointment of the new headteacher. She has put in place successful strategies to address the declining attainment of the previous three years. The school has successfully addressed the issues raised at the previous inspection. The majority of teaching in Key Stage 2 is now good. Most pupils, both boys and girls, in Key Stages 1 and 2 are making at least the progress expected of them and many are making good progress. Marking has improved and the clear guidance that pupils receive is contributing to their more rapid progress. Although improvements have been made to the outdoor area for children in Reception, provision for the Early Years Foundation Stage is inadequate because the teacher does not have a sufficiently clear understanding of the learning and development requirements for children of this age. Nevertheless, the outcomes children achieve as a result of their good attitudes and well-developed personal skills are satisfactory. The school fully understands the weaknesses and has put in place a range of strategies to improve the provision during the past term. This has culminated in decisive action to reorganise staffing part way through the inspection. However, the impact of this strategy has yet to be seen.

Pupils throughout the school have good attitudes to their work. Their behaviour is good and they relate well to each other and to adults. The school parliament provides a good opportunity for all pupils to influence the life of the school. They feel safe and understand what is expected of them.

The school has prepared a development plan which is focused on appropriate priorities. However, it only covers a one-year period and it does not include sufficiently rigorous strategies to monitor and evaluate the impact of its planned actions. Consequently, it is likely to be difficult for the school to demonstrate the effectiveness of its improvement work. The school has enhanced the way it communicates with parents and carers. It takes good account of their views in its development planning.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the provision for children in the Early Years Foundation Stage by:
 - ensuring that the Reception teacher is fully conversant with the requirements of the Early Years Foundation Stage
 - ensuring that the school's understanding of each child's stage of development is fully considered in planning purposeful learning activities

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- ensuring that there is a qualified paediatric first aider available with Early Years Foundation Stage children at all times.
- Improve the effectiveness of the school's development work by:
 - ensuring that actions implemented to improve the work of the school are rigorously evaluated through a comprehensive programme of activities involving the school's leadership including the governing body
 - extending the school's development plan based on the outcomes of these evaluations.

Outcomes for individuals and groups of pupils

3

Children start school with expected levels of skills and understanding. They have good attitudes and clearly enjoy their work enabling them to make sound progress in reception despite the weaknesses in provision. Learning observed in lessons and seen in pupils' books demonstrates that progress is now increasing throughout Key Stages 1 and 2, in contrast to slower progress seen in recent years. In a few occasions, pupils become restless and their progress slows because lessons are not sufficiently well planned to fully challenge and interest the pupils. A few of them, particularly older ones, do not take sufficient care with their presentation. Handwriting has deteriorated over time in some cases and this has not been addressed by the teacher. Lessons provide activities which engage boys and girls equally well enabling them all to succeed. Provision for pupils with special educational needs and/or disabilities is well planned, with additional support being provided for any pupil who may be falling behind. Consequently, pupils of all abilities are able to progress equally well.

Pupils are fully involved in the life of the school through the school parliament. This has enabled pupils to influence the work of the school such as through the introduction of a zoned playground enabling pupils to participate in their chosen activities safely and enjoyably. The school's 'values' themes contribute well to the calm ethos in the school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Most lessons throughout Key Stages 1 and 2 are well planned, based on accurate assessments, to meet the pupils' needs and engage their interests. Teachers have high expectations and use questioning appropriately to seek pupils' views. However, opportunities are occasionally missed to use in-depth questioning to explore pupils' understanding fully and extend their learning. In lessons where pupils make satisfactory rather than good progress, this is often the result of activities being planned which do not provide sufficient challenge for all the pupils, particularly the most able. For example, all pupils were asked to attempt the same questions during a mathematics session. On another occasion, all pupils regardless of ability were given the same task to do in an information and communication technology (ICT) lesson. Teaching assistants provide good support to pupils, particularly those with specific learning needs. However, they are not always deployed well enough to ensure that they are being used most effectively to ensure that all pupils are able to make as much progress as they could in a lesson.

The school has appropriately adapted its curriculum to focus on basic skills in order to address the declining attainment of recent years. This strategy is proving successful in the improved progress that pupils are now making in English and mathematics. Good cross-curricular links have been planned. For example, in one class pupils were able to combine learning about history with developing their ICT skills when creating a database about the six wives of Henry VIII. The curriculum is enriched with a suitable range of visits to places

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of interest and visitors into school. The majority of pupils take part in one or more of the wide range of extra-curricular activities on offer.

The school has put in place effective systems to keep pupils safe and ensure that their welfare needs are met. Comprehensive monitoring of any behaviour incidents and the deployment of a well-being coordinator are effective strategies that the school has implemented. Consequently, all pupils including those in difficult circumstances are supported well. There are good links with the on-site nursery and the breakfast club is well run.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The recently appointed headteacher has a clear understanding of the school's strengths and weaknesses. She has worked with the staff and governors to prepare a suitable school development plan to tackle the most pressing issues. Although significant improvements have been achieved over a short period of time, the leaders and managers, and the governing body fully understand that more work needs to be done in order to provide the best possible opportunities for all of the pupils. Assessment data is now being moderated appropriately and collated in order to track the learning of each pupil. Data are analysed carefully to ensure that pupils of all backgrounds have equal opportunity to succeed and that support is put in place where it is needed. The relatively inexperienced governing body has a sound understanding of its responsibilities and is gaining a good understanding of the work of the school through the detailed information it now receives from the headteacher. A good example of how the governing body is becoming more involved in the work of the school is through the recent health and safety audit which has resulted in improvements to school security. This, along with comprehensive risk assessments, has contributed to the school's good safeguarding procedures.

The school has carried out an audit of its own community and has incorporated actions to promote community cohesion further in its development plan. The school has developed particularly strong links with the local community, including a project to make a film involving local residents. The film was subsequently premiered in a local theatre.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Despite shortcomings in provision, children achieve satisfactory outcomes in the Early Years Foundation Stage. They are settled and willingly take part in activities, talking enthusiastically about what they are doing. They relate well to each other, behaving sensibly and safely, taking care of resources and the environment. The staff make accurate assessments of the children's learning and development and use this information to prepare suitable records. However, this information is not used sufficiently well to plan learning activities that meet the children's individual learning needs. Resources are put out for the children, but there is not a clear rationale for the choice of resources and too little attention is paid to providing purposeful learning activities. Although a good example of a teaching assistant working with a very small group of children to sequence a story and to develop their speaking and listening skills was observed, too many children were observed occupying themselves with unrelated activities. The new outdoor environment has the potential to provide stimulating opportunities for children, but too little attention has been paid to preparing appropriate resources to promote learning and development. This lack of opportunity is reflected in weak daily planning and indicates a poor understanding of the learning and development requirements for children of this age.

Leadership and management of the Early Years Foundation Stage are inadequate because the planning for Reception children does not meet the requirement to plan learning and development experiences to meet the individual children's needs. In other respects the school has a good regard to the welfare requirements of the Early Years Foundation Stage with the exception of the need to have a member of staff qualified in paediatric first aid.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

Almost half of parents and carers responded to the inspection questionnaire. This is a higher return than found in most primary schools. Responses were overwhelmingly positive. A few parents and carers raised concerns about the progress their children are making and how the school provides information to enable parents and carers to support their children at home. Inspectors acknowledge that progress in recent years has declined but found that, under the leadership of the new headteacher, progress is improving. In addition the school has improved the information it sends out to parents and carers to help them support their children. The management of behaviour was a concern to a few parents. The school is aware that behaviour has not been as good as it could have been in the past, but inspectors acknowledge that the school is successfully working to improve this. Behaviour during the inspection was good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wellington Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	48	23	49	2	4	0	0
The school keeps my child safe	25	52	22	46	1	2	0	0
My school informs me about my child's progress	14	29	29	60	3	6	1	2
My child is making enough progress at this school	20	42	22	46	5	10	0	0
The teaching is good at this school	21	44	24	50	0	0	0	0
The school helps me to support my child's learning	15	31	26	54	4	8	0	0
The school helps my child to have a healthy lifestyle	20	42	28	58	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	23	30	63	1	2	0	0
The school meets my child's particular needs	14	29	29	60	2	4	0	0
The school deals effectively with unacceptable behaviour	11	23	30	63	4	8	0	0
The school takes account of my suggestions and concerns	10	21	33	69	0	0	0	0
The school is led and managed effectively	20	42	23	48	1	2	0	0
Overall, I am happy with my child's experience at this school	20	42	28	58	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 January 2011

Dear Pupils

Inspection of Wellington Primary School, Hereford, HR4 8AZ

Thank you for making Mr Hastings and me so welcome when we visited your school this week. We enjoyed talking with you and looking at your work.

Your new headteacher has made a big difference to your school. It is a satisfactory school at the moment, but it is clearly getting better. Most of you in Years 1 to 6 are doing well and many of you make good progress in your lessons. Although those of you in Reception try your best, working and playing nicely together, some of the activities you are given to do are not as good as they could be to help you learn. We have asked the school to make learning better in Reception and Mrs Harrison has already started work on this.

You behave well in school and have a good understanding about how to keep safe and healthy. The work you do with the local community is good. The film you made with the local residents sounds very exciting - I saw a little bit of it playing while I was in school.

Your new headteacher knows that there are things that your school could do even better. She is working with the other teachers and the governors to make improvements. We have asked Mrs Harrison to make sure that the school always checks how well its new ideas have worked and also to plan a little bit further ahead. You can help too by always working hard and making sure you go to school every day.

Yours sincerely

Mark Mumby

Her Majesty's Inspector

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