

Wellington Primary School

Inspection report

Unique Reference Number	102505
Local Authority	Hounslow
Inspection number	335914
Inspection dates	6–7 December 2010
Reporting inspector	Ken Bryan

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair	Ophelia Robinson
Headteacher	Deborah Norton
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 17 lessons, observing 15 teachers. Meetings were held with the headteacher, other senior leaders, some governors, members of staff and groups of pupils and informal discussions were conducted with some parents. Inspectors observed the school's work, including the systems for assessing and monitoring pupils' progress, the work pupils had produced in their books, and teachers' planning and marking. Inspectors took account of separate questionnaires completed by 56 parents and carers, 38 staff and 150 older pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The rates of pupil progress and levels of attainment across each key stage and from entry to the school.
- The impact of initiatives and strategies to meet the needs of higher attaining pupils across the school and for boys in English at Key Stage 2.
- The quality of provision and of leadership and management in the Early Years Foundation Stage classes.
- The effectiveness of the school's senior and middle leaders on raising pupil achievement.
- The impact of the school's strategies to promote community cohesion through links with less diverse communities in the United Kingdom.

Information about the school

This is a larger than average sized primary school that serves a culturally diverse community. The proportion of pupils from minority ethnic backgrounds is very high. The largest groups of pupils are those from Indian, Pakistani and Black African backgrounds. Many of these pupils are at the early stages of learning English. The proportion of pupils who are known to be eligible for free school meals is above average. The percentage of pupils who have special educational needs and/or disabilities is above that found nationally, and predominantly they have moderate learning difficulties. The proportion of pupils who enter and leave the school at other than the normal times is higher than average.

The school has gained awards which demonstrate a commitment to developing healthy lifestyles, such as National Healthy Schools Status and the Bike It Award. In addition, it has recently been awarded the International Schools (Foundation) award.

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?

1

The school's capacity for sustained improvement

1

Main findings

Wellington Primary is an outstanding school, where pupils thrive and work together as part of a very cohesive and harmonious community. Pupils' enjoyment of school is evident in their exemplary behaviour and in their outstanding social, moral, spiritual and cultural development. The vast majority of parents and carers think highly of their school and value the excellent leadership provided by the headteacher and her senior leadership team. Partnerships with community-based organisations and parents are highly effective. This has ensured that the momentum of improvement is being sustained across all aspects of the school's work. Clear evidence of this is seen in significant improvements in the quality of teaching, which is now outstanding, in excellent assessment procedures and in the rising levels of achievement for all groups of pupils. Rigorous and systematic strategies to evaluate the school's work have the full support of a very reflective and collaborative staff and this reinforces the school's excellent capacity for sustained improvement.

Children start school in the Nursery with levels of skill well below those expected for their age. As a result of excellent provision overall, they develop into curious and independent learners and make rapid progress. The attainment of current Year 6 pupils is now above the national average in English and mathematics. This represents outstanding achievement from their starting points. Senior leaders astutely monitor pupils' progress and any underachievement is promptly addressed. The tracking of pupil progress is particularly rigorous and leads to timely and well-targeted interventions. Pupils who join the school at times other than normal are well supported and most catch up the lost ground. Pupils with special educational needs and/or disabilities make excellent progress because their varied needs are very effectively met by teachers and the able team of well-trained teaching assistants. A clear strength of the school is the provision for the many pupils who speak English as an additional language, many of whom are at an early stage of English language acquisition. A parent's comment that 'this school really helps my child and he's getting a lot of support' exemplifies the school's commitment to accelerating the progress every child. The school is therefore highly successful in tackling discrimination of any kind and promoting equality.

Pupils' attendance is now above average and the school has worked hard to reduce the number of persistent absentees by challenging the small number of parents who are hard to reach and by celebrating good attendance. The school recognises the need to improve attendance further by working closely with parents who travel abroad with their children during term time. Class teachers have a very secure knowledge of the progress of each pupil and use assessment strategies very effectively to support learning. The vibrant, broad and first-rate curriculum exposes pupils to a wide range of stimulating learning opportunities. It is enhanced further by an impressive range of extra-curricular activities, including sport and music which are particular strengths. Pupils feel very safe, have an excellent understanding of what it is to lead a healthy lifestyle and contribute very

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significantly to the school and wider community. Community cohesion is outstanding. The school's care for pupils' physical and emotional well-being is exemplary and lies at the heart of all the school does.

What does the school need to do to improve further?

- Raise levels of pupil attendance to at least 96% by working with those parents who take their children on holidays during term time.

Outcomes for individuals and groups of pupils

1

Rates of progress for all pupils, including those with special educational needs and/or disabilities, have been consistently excellent. There is little variation in the progress made by different groups of pupils, including boys in English at Key Stage 2 and those with special educational needs and/or disabilities. The progress of pupils speaking English as an additional language is often outstanding. The school has moved quickly to address the needs of those pupils capable of achieving the highest standards. Current data demonstrates that more pupils are achieving the highest standards. In one Year 5 lesson, the pupils could eloquently and expressively analyse text based upon the book, *Holes*, by Louis Sachar. In a Year 6 lesson, pupils expertly designed strategies to solve problems in mathematics. These examples provide clear evidence of achievement in Key Stage 2.

Pupils know that they are extremely safe in school and they are very confident and knowledgeable about adopting healthy lifestyles. Inspection evidence clearly demonstrates that the behaviour and attitudes of most pupils are exemplary. Bullying is rare and pupils report unequivocally that the school deals promptly and effectively with any incidents. A typical comment from a pupil was, 'I love this school. I am lucky to be here; it keeps us healthy and is very friendly.' The pupils make an excellent contribution to the wider community; a thriving community allotment provides a variety of produce and much enjoyment. The 'Wellington Weekly' school newspaper is very informative and popular and demonstrates industry and commitment. Throughout the school, all pupils are proud to contribute to the smooth running of each classroom and school councillors effectively support the school's leadership team. Pupils are very confident about expressing their views. Although pupils' basic skills in literacy, numeracy and information and communication technology are improving rapidly to reach above average standards, the variable attendance of a small number of pupils limits the extent to which they are prepared for their future adult lives.

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These are the grades for pupils' outcomes

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

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?

Excellent relationships between pupils and adults boost the impact of the good or outstanding teaching that now takes place in most lessons. Teachers have strong subject knowledge which inspires and challenges the pupils and their planning is very detailed so that the needs of pupils, whatever their level of ability, are effectively met. Assessment information is used very successfully in all lessons to ensure that activities are engaging so that pupils are motivated, challenged and eager to learn more. Pupils are set appropriate targets and feedback is consistently provided to ensure that all pupils know what to do to improve their work. The use of well-trained learning support teachers is highly effective.

The excellent curriculum contributes extremely well to pupils' outstanding achievement and personal development. Particular strengths are in the provision of a vibrant music curriculum, many sporting activities (supported by talented outside staff) and many visits and visitors to enhance the curriculum. Central to the school's curriculum is the provision for pupils' personal and social development. For example, work with the local police reinforces attitudes to road safety, and Fairtrade and Black History weeks directly influence the pupils' excellent appreciation of others and their economic well-being. All pupils, whatever their age, are encouraged to think and to express opinions.

Those pupils with special educational needs and/or disabilities and those considered vulnerable are provided with sensitive support so that they achieve as well as their peers. Provision to ensure the physical and emotional well-being of the pupils is given a high

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priority and is excellent. Induction support for children who join the Early Years Foundation Stage is a strength, as are transition arrangements for transfer to secondary school. In addition, the extremely smooth transition into Key Stage 1 is enhanced by careful liaison between staff to ensure the continuity of approach.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The highly respected headteacher and her very effective senior and middle leaders set high expectations, and the staff are very collaborative and reflective in the way they analyse data and plan lessons. Teachers are rightly proud of recent improvements in pupils' outcomes, and staff training is targeted very effectively to ensure that improving learning is central to the school's actions. The governing body, despite being recently re-constituted, are well informed, know the school's strengths and weaknesses and provide good support to the school. The promotion of equal opportunities lies at the heart of the school's actions and the highly positive outcomes for all groups of learners is testimony to the school's commitment to inclusion and the celebration of its extremely diverse community. Staff are fully aware of the groups of pupils who may be subject to discrimination, while very effective support ensures that all pupils do equally well. Links with community partners and relationships with parents and carers are excellent. A striking example of this is the school's ongoing work with bilingual parents through a book club to encourage access and participation. In addition, procedures to protect and safeguard pupils are very thorough, and there is a high level of awareness of child protection procedures amongst all staff and governors.

All stakeholders are regularly consulted. The school has undertaken a careful analysis of the needs of its community and has accurately tuned its provision to promote community cohesion very effectively. Consequently, pupils have a very well-developed understanding of other world cultures and the diversity of their own learning community. In addition, the school is now developing more effective links with other contrasting communities within the United Kingdom.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children achieve extremely well in the Early Years Foundation Stage and they make a very settled start to school. They make rapid progress from very low starting points because the school swiftly assesses their needs and initiates specific support to accelerate their learning. This is particularly apparent for children at the early stages of English acquisition. Children are eager to settle, thoroughly enjoy their learning and persevere with tasks. They get on very well together, learn to share resources and thrive during role-play activities. Children observed were highly motivated when working in 'The Hospital' and during their 'Billy Goats Gruff' puppet theatre as they practised their language skills and emergent writing.

Planning and assessment procedures are consistently rigorous across the Nursery and Reception classes so that there is an excellent balance between adult-initiated and child-led learning. The range of indoor and outdoor learning in the Nursery is excellent and the outdoor facilities in Reception are well planned to ensure that the children's physical and creative needs are met. The teacher responsible for the Early Years Foundation Stage monitors provision effectively. She tracks children's progress carefully and successfully establishes good links with parents and carers. All adults are trained and deployed very well to support children's welfare. Safeguarding procedures are robust and all parents, staff and children have developed excellent relationships. Transition arrangements into Key Stage 1 are particularly effective, resulting in continued progress and continuity of provision.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The responses of the vast majority of parents and carers were extremely positive about their child's overall experience at school. Inspectors found that parents and carers are welcomed into the school and considerable efforts are made to involve them in their children's education, for example through learning workshops and support with language acquisition within this diverse learning community. Inspection findings support the substantial number of positive responses. A small number of parents expressed concerns regarding the behaviour of pupils. Inspection evidence can confirm that the behaviour of children in classrooms, corridors and in the playgrounds is exemplary.

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 56 completed questionnaires by the end of the on-site inspection. In total, there are 445 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	57	23	41	0	0	1	2
The school keeps my child safe	31	55	24	43	1	2	0	0
My school informs me about my child's progress	26	46	26	46	3	5	1	2
My child is making enough progress at this school	25	45	29	52	1	2	1	2
The teaching is good at this school	29	52	24	43	2	4	1	2
The school helps me to support my child's learning	26	46	25	45	5	9	0	0
The school helps my child to have a healthy lifestyle	24	43	29	52	1	2	1	2
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)	20	36	27	48	2	4	0	0
The school meets my child's particular needs	23	41	26	46	4	7	1	2
The school deals effectively with unacceptable behaviour	19	34	25	45	6	11	2	4
The school takes account of my suggestions and concerns	19	34	26	46	3	5	3	5
The school is led and managed effectively	26	46	27	48	1	2	2	4
Overall, I am happy with my child's experience at this school	29	52	24	43	1	2	2	4

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



8 December 2010



Dear Pupils



Inspection of Wellington Primary School, Hounslow TW3 4LB



Thank you for giving us such a warm and caring welcome to your school and for helping us during the inspection. We found that you are getting an outstanding education. You are clearly very happy in school and you are very well supported by your teachers and other adults. Here are some of the many strong features we found.



- The teachers plan and provide interesting lessons that enable almost all of you to enjoy learning and to do as well as, or better than, pupils in other schools.
- Your behaviour and attitudes are excellent and you support one another extremely well.
- You clearly enjoy the wide range of clubs, school visits and other activities provided by the school.
- All adults in the school take extremely good care of you.
- It is very clear that you know how to be safe, eat healthily and lead healthy lives.



The school runs very smoothly. We were very impressed by the colourful displays around the school demonstrating your sense of pride and obvious enjoyment of the curriculum. You are very lucky to have such a lovely, well-organised school. The headteacher, her staff and the governors clearly know how well the school is doing and what is needed to make things even better. We have asked them to:



- Ensure that you all attend school regularly to help you to learn.



You can help make this happen by continuing to care and work hard.



Yours sincerely



Ken Bryan

Lead inspector

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