

Wellington Primary School

Inspection report

Unique Reference Number	107230
Local Authority	Bradford
Inspection number	356111
Inspection dates	24–25 January 2011
Reporting inspector	Kathryn Dodd

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	498
Appropriate authority	The governing body
Chair	Mrs Sandra Angadi
Headteacher	Mrs Joy Wood
Date of previous school inspection	22 January 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 20 lessons involving 17 teachers. The inspectors held discussions with staff, groups of pupils, with members of the governing body and with parents and carers. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 118 questionnaires returned by parents and carers, 84 from pupils and 21 from staff.

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

- Whether pupils' attainment by Year 6 is above average, particularly in writing.
- Whether pupils make good progress in writing, especially more-able pupils.
- How well teachers use assessment information to plan activities that match pupils' varying learning needs and to what extent pupils are involved in understanding how well they are getting on and how to improve.
- How well the curriculum is adapted to boost achievement in writing and to challenge more-able pupils.
- To what extent the changes within leadership have impacted on school improvement and how well leaders and the governing body review pupils' progress and monitor the quality of provision.

Information about the school

The majority of pupils at this much larger-than-average primary school are White British. Most of the remaining pupils come from Asian or Asian British heritages. Although an above-average proportion of pupils speak English as an additional language, very few are at an early stage of learning to speak English. The proportion of pupils known to be eligible for a free school meal is above average, as is the proportion with special educational needs and/or disabilities. The school has been accredited with a range of awards, which include the Basic Skills Quality Mark, Activemark, Artsmark, and Healthy School status. Although the headteacher was in post at the last inspection, several changes have taken place in other leadership positions and in membership of the governing body.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. In this particularly caring, safe and welcoming setting, pupils show good attitudes to learning and their behaviour is outstanding. Pupils are consistently thoughtful and very mature, and those of all ethnic backgrounds learn together in harmony. These factors, along with the confidence they have that any problems they encounter will be dealt with quickly, ensure that they feel exceptionally safe. Pupils' knowledge about how to lead a healthy lifestyle is impressive. They take part in an extensive range of physical activities, from 'wake and shake up' sessions, to street dance, badminton and hockey, for example. The 'healthy crew club' ensures that pupils become ambassadors in promoting healthy eating amongst their peers and families. Parents and carers express their satisfaction with the quality of education on offer. They say that their children are 'always excited about learning' and particularly appreciate 'the dedication and hard work from a very caring staff'.

From their below-average starting points, children make good progress in the Early Years Foundation Stage and continue to learn well until the end of Year 6, where attainment is usually above average and rising. In English, although attainment is above average, attainment in writing lags behind that of reading, particularly the proportion of pupils reaching the higher levels of attainment. This is because teachers do not always make effective use of assessment information to provide work that challenges pupils' thinking, particularly more-able pupils. Furthermore, there are not yet enough opportunities for pupils to practise their writing skills through their work in other subjects. Very good practices to involve pupils in understanding how they are getting on and in knowing their learning targets are evident but remain inconsistent across classes.

Despite the recent challenges resulting from changes in staff, leadership positions and membership of the governing body, the school has moved forward successfully and there is a good capacity to improve further. This reflects the unwavering leadership of the headteacher, who provides an excellent steer, and in the strong sense of teamwork and high morale that pervade the whole staff. Thorough monitoring of the quality of provision, for example, by the headteacher, results in a very accurate evaluation of the school's work. Pupils' rising attainment indicates that their achievement has not been adversely affected by the changes in staff. Even so, these changes have hampered efforts to develop an efficient whole-school and strategic approach to the collation and analysis of pupils' performance data. Furthermore, new leaders and the governing body are yet to make a fully effective contribution to monitoring the quality of provision.

What does the school need to do to improve further?

- Accelerate progress in writing to a consistently good rate, by:

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- providing more opportunities for pupils to practise their skills as part of work in other curriculum subjects
- making sure all pupils are clear about their precise learning targets and are fully involved in understanding how well they are getting on
- ensuring that teachers make consistently good use of assessment information to plan activities to challenge pupils, particularly more-able pupils.
- Work to minimise further the impact of the changes in leadership and management by:
 - improving the efficiency of the systems for centrally collating and analysing pupils' performance data
 - extending the contribution of new leaders and governors in monitoring the quality of provision.

Outcomes for individuals and groups of pupils**2**

Achievement is good. Pupils, including those with special educational needs and/or disabilities, make good progress. In lessons, pupils behave extremely well. They are very attentive and keen to learn, responding enthusiastically to teachers' questions. Pupils work at a good pace, particularly when working alongside adults or collaboratively. Learning occasionally slows, however, when activities provided are insufficiently challenging. In recent years, attainment has been above average, particularly in mathematics. In 2010, the proportion of pupils reaching the higher Level 5 increased and was much higher than the national average. In English, however, more pupils reach this higher level in reading than in writing. In reading, pupils make good progress. In writing, although attainment is steadily rising, progress remains uneven.

Pupils' enjoyment is reflected in the enthusiasm with which they participate in and talk about all that is on offer. Pupils relish opportunities to take on responsibilities, for example as friendship buddies or school councillors. Opportunities to take part in activities within the wider community are still developing. Attendance is average and improving. Pupils are well aware of the importance of good attendance. Despite the school's good efforts to improve attendance, too many pupils take holidays in term time and as a result, attendance at the school is no higher than average. Nevertheless, the ease and maturity with which pupils discuss their learning together, along with their above-average attainment, good progress and outstanding behaviour demonstrate that they are well placed to be successful at secondary school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
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?

Effective classroom organisation, skilful use of computerised teaching boards, coupled with teachers' enthusiasm and very positive relationships all make a strong contribution to pupils' good progress. Careful deployment of support staff enables pupils with special educational needs and/or disabilities to make good progress. There are examples of outstanding teaching. In these lessons, teachers' very direct, fast-paced, skilful and challenging questioning keeps pupils continually on their toes. They encourage pupils to reflect on their progress towards reaching their challenging learning targets, and to help them recognise how they can improve. In mathematics, assessments of pupils' achievements are used effectively to influence teachers' planning. Targeted booster activities for pupils who need to catch up, along with a well-developed programme of activities to challenge more-able pupils, including through homework, are all helping to raise attainment even further in mathematics. A well-established programme to teach reading skills, along with regular opportunities to read with adults and the promotion of the enjoyment of reading from an early age, enables pupils to make progress at a particularly good rate. In some classes, teachers use assessment information increasingly effectively to plan activities, particularly in writing, that match pupils' varying needs. However, this good practice remains inconsistent across the school. Opportunities to promote consistently good achievement in writing, particularly for more-able pupils, are sometimes overlooked, especially when pupils complete too many uninspiring worksheets in other curriculum subjects.

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The way in which pupils are cared for and nurtured is seen in the warmth and strong pastoral care provided by all the staff. Close partnerships with external support agencies underpin the school's commitment to helping pupils with additional needs and enable pupils with special educational needs and/or disabilities to make good progress. The efforts of staff with new responsibilities for improving attendance, particularly to minimise the impact on learning when pupils take holidays during term time, are paying dividends.

These are the grades for the quality of provision

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

How effective are leadership and management?

Providing equality of opportunity for all pupils in everything the school has to offer, along with eradicating any potential barriers to learning, is central to the school's work. This is why, for example, leaders are now tightly focused on narrowing the gap in achievement between reading and writing and in improving attendance. Efforts in both of these areas are already showing signs of success. In their quest to drive improvement forward, leaders forge successful partnerships beyond the school. External partners provide good opportunities for the professional development of staff, such as ensuring staff are highly skilled in managing pupils who find it difficult to behave well. Effective partnerships successfully extend the curriculum in other areas, for example in art and sport. Close links with the local library help to promote pupils' achievement in reading. Similarly, staff successfully enlist the support of parents and carers. The parental link worker, for example, provides a good and extensive range of opportunities for parents and carers to find out how they can support learning effectively at home.

The governing body makes an effective contribution. Despite recent changes in membership, it has a very clear understanding of the school's strengths and weaknesses, offering good support yet constructive challenge. The governing body knows that the next step is to extend its involvement in monitoring the quality of provision, for example in writing. Safeguarding procedures, particularly the arrangements to ensure new staff and the governing body are very well trained, are good. The school makes a good contribution to community cohesion. Pupils learn in a harmonious school community. Opportunities for pupils to engage with other diverse communities nearby are good, although opportunities to extend their knowledge about global diversity are still developing.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Learning gets off to a good start and children make good progress from their usually below-average starting points. As a result, by the start of Year 1, children's skills are similar to those expected nationally. Aspects of their communication and language skills, particularly the boys, in writing are sometimes weaker. Warm and caring relationships between adults and children, along with a vibrant learning environment, ensure that children feel happy and safe. Good attention is given to meeting the welfare needs of children. Children's personal, social and emotional development is good. They receive continual encouragement from teachers and support staff to behave extremely well and show good attitudes to learning. Adults provide a good range of interesting and practical activities, often linked to a theme, such as 'pirates'. This approach contributes well to children's enjoyment of learning. In the Reception classes, adults make effective use of assessments of children's achievement to ensure the activities they provide reflect children's varying needs, especially in challenging more-able children. These good practices are not as well developed in the nursery.

Leadership and management are good. Although newly appointed, the unit leader is very clear about improvement priorities. Recent improvements include providing an extended range of opportunities for children to develop writing skills, and activities that will engage the boys in the Reception classes. Leaders are well aware that their next steps are to extend their roles in monitoring the quality of provision in the nursery.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who returned questionnaires are very supportive of most aspects of the school's work. Although they overwhelmingly agree that their children are kept safe, a very small minority expressed concerns about how the school deals with unacceptable behaviour. Inspectors found pupils' behaviour to be outstanding. Pupils who sometimes find it difficult to behave well receive very effective support from staff and external support agencies. A few parents and carers expressed a concern that 'bright children do not always reach their full potential'. Although opportunities to challenge more-able pupils in reading and mathematics are good, in writing such opportunities are sometimes missed. A very small minority of parents and carers indicated that they do not feel well informed about their children's progress. The majority of these views were expressed by parents and carers of children in the Early Years Foundation Stage, particularly in the nursery. School leaders have already identified this as an area for improvement and advanced plans are in place to tackle this.

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 118 completed questionnaires by the end of the on-site inspection. In total, there are 498 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	55	48	41	3	3	0	0
The school keeps my child safe	74	63	43	36	1	1	0	0
My school informs me about my child's progress	50	42	56	47	11	9	0	0
My child is making enough progress at this school	50	42	63	53	4	3	0	0
The teaching is good at this school	59	50	55	47	3	3	0	0
The school helps me to support my child's learning	47	40	60	51	8	7	0	0
The school helps my child to have a healthy lifestyle	42	36	70	59	5	4	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)	40	34	61	52	3	3	0	0
The school meets my child's particular needs	52	44	58	49	5	4	0	0
The school deals effectively with unacceptable behaviour	50	42	51	43	10	8	1	1
The school takes account of my suggestions and concerns	43	36	56	47	7	6	1	1
The school is led and managed effectively	56	47	53	45	4	3	1	1
Overall, I am happy with my child's experience at this school	60	51	51	43	4	3	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.



26 January 2011

Dear Pupils

Inspection of Wellington Primary School, Bradford, BD2 3DE

Thank you for the extremely warm welcome you gave us when we inspected your school. We thoroughly enjoyed being part of your school community and finding out your views. You go to a good school. By Year 6, your attainment is usually above that expected for your age and you make good progress. I was particularly pleased to:

- see your excellent behaviour and how polite and well mannered you all are
- hear how very safe you feel and how well you all get along together
- find out just how much you know about how you can keep yourself healthy
- see you discussing your learning so sensibly with one another and with adults, including all the inspectors.

I have asked the school to make some further improvements. These are to make sure that:

- you all make good progress in writing by giving you more chances to practise your skills, making sure you are all clear about what you need to do to reach your targets and by making sure that you are always given work that makes you think really hard
- new staff with special responsibilities and members of the governing body check even more carefully that you are taught equally well in all your classes and that the information they collect about how well you are getting on is looked at even more closely.

All of you can help by always checking what you have to do to reach your learning targets and by making sure you all tell your teacher if you find your work too easy. Of course, you should also make sure that you all come to school every single day.

I send my very best wishes to you all for a bright and successful future.

Yours sincerely

Mrs Kathryn Dodd

Lead inspector

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