

# Wellfield Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	106313
<b>Local Authority</b>	Trafford
<b>Inspection number</b>	355928
<b>Inspection dates</b>	1–2 February 2011
<b>Reporting inspector</b>	Jim Kidd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Charles Pratley
<b>Headteacher</b>	Mr Terry Kennedy
<b>Date of previous school inspection</b>	12 May 2008
<b>School address</b>	Church Lane Sale Cheshire M33 5QG
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 12 lessons or part-lessons and each of the nine teachers was visited at least once in their classrooms. Meetings were held with pupils, including school councillors and Eco warriors, staff, members of the governing body and the school's improvement partner. Inspectors observed the school's work and looked at development planning, progress monitoring documentation, local authority reports and pupils' workbooks. Inspectors also analysed 130 questionnaires returned by parents and carers and 15 completed by school staff.

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

- The impact of the school's strategies to improve pupils' skills in comprehension and writing.
- How effectively the school uses data to gauge pupils' attainment and progress.
- The impact of leadership and management at all levels to foster on-going improvement.
- The impact of the school's work to accelerate children's progress in the Reception class.

## Information about the school

This is a broadly average-sized infant and nursery school. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below that usually found, but the percentage of pupils with a statement of special educational needs is almost three times the national average. Most pupils are White British and there are few who speak English as an additional language. The school hosts resourced provision for eight children with social and communication difficulties and is also an Information Point for Sale West Children's Centre. Wellfield Infant and Nursery School is an Eco School, has the Anti-Bullying (Gold) award, and holds both Activemark and Artsmark. It is also a nationally-accredited Healthy School and has reached the Financial Management in Schools Standard.

Since the previous inspection, the long-standing headteacher has retired and there is also a new Chair of the Governing Body.

The 'Good Buddies @ Wellfield Infants' School' setting receives a separate inspection and a separate report, which is available on the Ofsted website.

**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. It is inclusive and improving. Pupils' behaviour is outstanding, they have an exceptional awareness of how to live a healthy lifestyle and the care, guidance and support provided for them is of the highest quality. Indeed, the school's promotion of equality of opportunity is excellent and there is zero tolerance of discrimination in all its forms. As parents and carers say, 'Staff throughout the school, from the office to the classroom, help our children settle, are protective of them all and encourage them to reach their full potential.'

Children enter the nursery with broadly expected skills for their age, particularly in their personal, social and emotional development. As a result of good teaching, they progress and achieve well in both key stages, reaching consistently above average attainment in reading, writing and mathematics by the end of Year 2.

Pupils display an enviable generosity of spirit, which belies their years. They enjoy supporting their partner school in the Gambia and Eco warriors and members of the school council are never afraid to express their opinions for the benefit of their peers.

The curriculum is good and places the required emphasis on the development of pupils' skills in literacy and numeracy. The school recognises, however, that there are insufficient opportunities for pupils to see the links between subjects and that more enrichment activities, organised by existing staff with particular skills, are of the essence if pupils' interests are to be met more closely.

The school is beginning to place more emphasis on developing the skills of subject leaders because it is aware that existing good practice in teaching needs to be promoted and shared further across the whole curriculum. Accurate school self-evaluation by leaders and members of the governing body, the implementation of well-founded and successful strategies to address the areas for improvement from the previous inspection and consistently good pupil achievement over time, demonstrate that the school has a good capacity for further improvement. It provides good value for money.

Without doubt, all groups of stakeholders, pupils, parents and carers and staff, both teaching and non-teaching, subscribe fully to the Wellfield Infant and Nursery School's mission statement: 'We Inspire and Nurture Success.'

## What does the school need to do to improve further?

- Further develop the curriculum by:
  - introducing more topic-based work, to enthuse pupils and to enable them to see the links between subjects

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- establishing enrichment sessions which meet the interests of pupils more closely and which are led by existing staff with particular specialist expertise
  - placing greater emphasis on practical activities, information and communication technology (ICT) and design and technology, for example, to enrich pupils' learning in other subjects.
- Continue to develop the skills of subject leaders in order that existing good and exemplary practice in teaching is shared and fostered across the wider curriculum.

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

Pupils enter school in the morning with smiles on their faces, greet their teachers and teaching assistants warmly, and are eager to begin their learning and to face the challenges of the day. When asked which subjects they enjoy most, they answer, 'All of them!' Indeed, they approach their studies keenly and are generally fully engaged in their lessons. They make good progress and achieve well in both the Early Years Foundation Stage and Key Stage 1 to reach above average standards by the time they leave for junior school. Indeed, attainment in mathematics has been impressive over a considerable period of time. The school's strategies to address a slight 'dip' in attainment in reading and writing in 2009 have borne fruit: pupils' attainment in comprehension and writing improved in 2010 and inspection evidence demonstrates that these standards are being maintained in both subjects. As a result of bespoke and comprehensive support by teaching assistants, pupils with special educational needs and/or disabilities and those identified as vulnerable make the same good progress as their peers.

Pupils feel secure in school because, in their words, 'The grown-ups are kind and keep us safe.' They have an outstanding awareness of what makes a healthy diet and they take part in the daily 'Wake up, Shake up!' sessions with gusto. Both boys and girls were fascinated by, and took full part in, the cheerleading sessions, which were part of the 'Healthy Wellfield Week' during the inspection. School councillors, Eco warriors, group, team and table leaders willingly take on a range of responsibilities in school and are all concerned to protect the environment. Attendance is above average and pupils' punctuality to school is impressive. Spiritual, moral, social and cultural development is good. Pupils have a keen awareness of right and wrong and are supportive and sensitive in their dealings with others. They have a good understanding of cultures and religions which are different to their own and this awareness is reinforced by the links with their partner school in the Gambia.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

The quality of teaching is never less than good and there are examples of outstanding practice. Relationships between pupils and between pupils and the adults who work with them are invariably warm and pupils enjoy the many opportunities they have to work in groups and to act as extra learning resources for their classmates. The best teaching comprises high levels of challenge, opportunities for pupils to be creative in their learning and an emphasis on pupils taking responsibility for their own progress. In an outstanding Year 1 music lesson, for example, pupils were delighted to use a variety of percussion instruments to compose their own music and link it to the dragon dance in commemoration of the Chinese New Year; they were very proud of their achievements and of the achievements of their peers. On occasions and in a minority of lessons, teachers miss opportunities to maintain high levels of challenge.

Assessment has improved since the previous inspection and is now good. There is much more effective use of data, by middle leaders too, to gauge the attainment and progress of pupils. Progress is evaluated on a regular basis and targets are modified each half-term. Teachers have an accurate view of how well their pupils are doing and the targets they set are more challenging as a result. Marking is good and offers pupils relevant advice on how they can improve their work.

The curriculum develops pupils' personal skills well and the activities delivered as part of the 'Healthy Wellfield Week' were well received and had a positive impact on pupils'

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understanding of the importance of living a healthy lifestyle. The curriculum also places appropriate emphasis on the development of pupils' literacy and numeracy skills. For example, teachers have recently introduced, and with considerable success, single gender groupings in mathematics to accelerate girls' progress in the subject. Sport and games are an integral element of the curriculum. The sports partnership with the local high school is highly regarded by both pupils and staff and does much to encourage pupils to take part in physical exercise, in the 'multi-skills' sessions, for example. The school recognises that activities and approaches to enthuse pupils further and to foster their understanding of the links between subjects are underdeveloped. Teachers are aware, also, that the introduction of more enrichment activities, utilising the wide range of expertise they have, would meet pupils' interests more closely. Provision for ICT is a major strength and teachers are now planning to use this subject, design and technology also, more regularly in other areas to complement and enrich pupils' learning.

The school is immensely proud of its charges and each and every pupil is valued equally. The full inclusion of all in each aspect of school life is the vital element in the outstanding care, guidance and support which pupils receive. The talented and proactive team of teaching assistants give unfailingly of their time to ensure that each individual in mainstream classes and in the resourced provision can derive maximum benefit from everything Wellfield has to offer. There is also a major emphasis on identifying and supporting pupils with varying degrees of dyslexia and in advising their families on how best they can help their children to overcome this barrier. Parents and carers are correct when they say, 'Teachers are welcoming, supportive and kind.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The perceptive acting headteacher, ably supported by the relatively new but talented and committed senior leadership team, fosters good levels of teamwork amongst teaching, support and administrative staff who comment, 'We have the utmost confidence in our leaders: they are supportive yet challenging and encourage us to be innovative. As a result, our school is improving all the time.' Senior Leaders have an accurate view of school performance and recognise that the further development of the skills of subject leaders can ensure that good and better practice, already evident in teaching, can be shared and embedded across all areas of the curriculum.

Members of the governing body are actively involved in school self-evaluation and have a good awareness of strengths and areas for development. They support the school well but also challenge leaders and managers with rigour when they feel the need to do so.

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Parents and carers speak positively of how the school engages with them and make particular mention of how teachers advise them on how they can become even more involved in their children's learning, in mathematics for example.

The school's promotion of equality of opportunity is outstanding and all pupils, irrespective of their levels of ability, are enabled to take full advantage of everything the school has to offer. The school has effective procedures for tackling any form of discrimination and inclusion of all lies at the very heart of everything the school attempts to do. Safeguarding policies and procedures are good. Risk assessments are in place and relevant staff training is up to date.

The school promotes community cohesion well. Links with a variety of schools, including another Infant and Nursery School, foster collaboration in the local area and the partnership with the link school in the Gambia reinforces pupils' knowledge and understanding of the global community.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children generally enter the Nursery class with skills in line with age-related expectations. Good induction procedures enable them to settle down quickly into their new surroundings and they make good progress in all areas of learning. They continue to achieve well in the Reception class and are able to communicate their interests and what they are doing to their teachers and teaching assistants. Children's behaviour is outstanding. They display high levels of concentration, engage in meaningful play with their peers and with the adults who work with them and follow instructions willingly. They know how to stay healthy and safe and are not afraid to take responsibility within the setting.



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There is a good match between learning activities indoors and in the outdoor area. Children have many opportunities to make their own choices and there is a good balance between adult-led and child-initiated activities. Staff are now placing more emphasis on allowing children to extend their own line of enquiry through investigations. Teaching is good and relationships between staff and children are exemplary. Provision in the Reception class has improved markedly since the previous inspection and children's progress has accelerated as a result.

The setting is well led and managed. There is a coordinated approach to planning. Assessment is clear and accurate and there are regular review meetings which enable staff to monitor children's progress closely and modify activities when necessary. Parents and carers are actively involved in their children's progress through the 'learning journals' and they speak positively about the impact of the setting on their children's confidence. As they say, 'We always feel welcome because the staff are so friendly and approachable. We are also very impressed with the transition procedures from Nursery to Reception.'

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

There was almost a 60% return of questionnaires. All parents and carers who returned the questionnaires are of the view that the school keeps their children safe. Moreover, the overwhelming majority believe that their children enjoy school and are entirely happy with their experiences at Wellfield. One parent spoke for many with the comment, 'Wellfield is a wonderful and caring school. All staff members look after the children as if they were their own.' In addition, most parents and carers are delighted with the progress made by the pupils and speak positively about how the school helps them to have a healthy lifestyle. A very small minority does not believe the school prepares pupils well enough for the future. Inspectors examined this and judge that staff take the greatest care in fostering ease of transition across years and key stages.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wellfield Infant and Nursery 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	68	38	29	3	2	0	0
The school keeps my child safe	85	65	45	35	0	0	0	0
My school informs me about my child's progress	69	53	55	42	5	4	0	0
My child is making enough progress at this school	71	55	55	42	4	3	0	0
The teaching is good at this school	86	66	42	32	2	2	0	0
The school helps me to support my child's learning	75	58	53	41	2	2	0	0
The school helps my child to have a healthy lifestyle	73	56	55	42	1	1	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)	62	48	59	45	1	1	0	0
The school meets my child's particular needs	68	52	59	45	1	1	0	0
The school deals effectively with unacceptable behaviour	51	39	70	54	5	4	0	0
The school takes account of my suggestions and concerns	57	44	65	50	0	0	1	1
The school is led and managed effectively	76	58	51	39	0	0	0	0
Overall, I am happy with my child's experience at this school	87	67	41	32	2	2	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



3 February 2010

Dear Children

**Inspection of Wellfield Infant and Nursery School, Sale, M33 5QG**

Thank you all so much for the wonderful welcome you gave us when we visited your school recently. You were very friendly and polite and we enjoyed looking at your work and watching you learn. A special 'thank you' goes to the school councillors and Eco warriors who came to talk to us on Tuesday lunchtime. You told us about so many things you enjoy about your school and were so keen to find out what we thought about it too. Here goes!

Wellfield is a good school and you are right to be so proud of it. Your behaviour is excellent and you try your hardest to help and support your classmates and the younger children in Nursery and Reception classes. Your attendance is good and most of you arrive at school on time in the morning. You gave us a lot of really good advice about why we should stay healthy and how we can do this by eating fruit and vegetables and by keeping fit. You are making good progress in your lessons and your reading and writing are getting better and better! Your teachers and all the other grown-ups take such marvellous care of you and make sure that you are safe in school. You enjoy collecting money for charity and you were so keen to tell us all about the lovely children in your partner school in the Gambia. When this letter goes onto the Internet, they will be able to read it and see just how good you are too!

Your headteacher and all the staff want to make Wellfield even better for you. I would like to help too, so I have asked them to give you more topics in lessons, so that you can learn all your different subjects together and in which you can use your computer skills and in which you can make things. I have also asked them to develop the skills of staff so that they can plan more activities like the cheerleading we saw and which you really enjoyed!

Thanks again for being so kind to us. Please keep working hard, looking after each other and enjoying school.

Yours sincerely

Jim Kidd

Lead Inspector

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