

Wellstead Primary School

Inspection report

Unique reference number	129650
Local authority	Hampshire
Inspection number	381254
Inspection dates	21–22 March 2012
Lead inspector	Sheila Browning

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	210
Appropriate authority	The governing body
Chair	John Heffer
Headteacher	Richard Wharton
Date of previous school inspection	7–8 July 2009
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Age group	4–11
Inspection date(s)	21–22 March 2012
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Introduction

Inspection team

Sheila Browning

Additional inspector

Damian Booth

Additional inspector

This inspection was carried out with two days' notice. The inspectors spent over six hours observing teaching, visiting 21 lessons including a number of smaller teaching groups. In all, eight teachers were observed. In addition, discussions were held with different groups of pupils, the Chair of the Governing Body, the headteacher, and staff members. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at information about pupils' performance and progress, the school improvement plan, minutes of governing body meetings, school policies and curriculum planning documents, and the school's website. In addition, questionnaires from 61 parents and carers, and others from staff and pupils, were analysed.

Information about the school

Wellstead is smaller than the average-sized primary school. The majority of pupils are White British. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is broadly average. There are twice as many boys as girls in Year 6. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The Early Years Foundation Stage children are taught in one Reception class. The school runs a daily breakfast club. The school was opened four years ago. A significant number of pupils join or leave the school other than at the usual times.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- The school's overall effectiveness is outstanding because the excellent leadership and management have driven forward improvements to teaching, leading to outstanding pupil achievement.
- Pupils' achievement is outstanding because pupils learn exceptionally well across a wide range of different subjects. The standards that pupils reach, particularly in mathematics, reading, and writing, are well above average, which, given their starting points, is excellent. Pupils' accelerated progress in gaining basic skills prepares them exceptionally well for secondary school.
- Typically, teaching is outstanding. Teachers' expectations are high. Thorough lesson planning takes full account of pupils' individual learning needs. The teaching of letters and sounds (known as phonics) is precise. Pupils build on their confidence and skills in reading and develop a love of reading from an early age. Teaching is extremely challenging and exciting practical activities ensure pupils are absorbed in their learning. Monitoring information is used exceedingly well to measure pupils' progress in English and mathematics, but is not developed to the same high standard in other subjects.
- Pupils' spiritual, moral, social and cultural awareness is promoted exceptionally well through the outstanding curriculum and ethos of the school, known as 'The Wellstead Way'. Pupils say they feel safe and thoroughly enjoy school because they are motivated and have such fun learning. This is reflected in their exemplary behaviour and above average attendance. Partnerships with parent and carers, other schools and specialists are excellent.
- The leadership and management are exemplary. The excellence in the Early Years Foundation Stage has been maintained. The determined and rigorous leadership of the headteacher and governors has secured significant improvements and raised the school's effectiveness since the last inspection. Key to this has been excellent leadership of teaching, management of performance and a rigorous programme of professional development to sustain high quality provision.

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What does the school need to do to improve further?

- Explore and introduce methods for recording achievement in subjects other than in English and mathematics in Years 1 to 6 by July 2013.

Main report

Achievement of pupils

Pupils of all abilities achieve exceptionally well as they make outstanding progress, given their starting points. This excellent progress starts in the Early Years Foundation Stage, where high quality organisation, stimulating activities and precise assessments help children to be eager to learn. This exceptional start is built upon extremely well so that, by the time they leave the school, pupils' attainment is high and is at least 12 months ahead of other children nationally. More able pupils also achieve exceptionally high standards. Standards in reading at the end of Year 2 and 6 are above average. Pupils shared with inspectors how much they enjoyed reading. Disabled pupils and those who have special educational needs make excellent progress as they benefit from highly skilled support from very well-qualified teaching assistants when needed. They also ensure lower attaining pupils, and those whose circumstances may make them vulnerable, make excellent progress. This includes those pupils who join the school other than at the usual times, and as a result they too make excellent progress. Any gaps between such pupils and their peers are closing rapidly. Pupils' exemplary behaviour in lessons reflects their high levels of interest and enjoyment.

In mathematics, pupils' past work and in lessons illustrates their very firm grounding in basic mathematical skills and in more advanced number calculations and problem solving. Pupils' work over time shows the outstanding progress they make in their written work across a range of subjects, including information and communication technology (ICT), design and technology and art. In most lessons, teachers ensure that pupils' participation is high; for example, Year 6 pupils, testing electric circuits for their model fairground rides, shared, identified and 'magpied' their ideas to improve the control and efficiency of the mechanisms. Year 2 pupils, after finishing their own story introductions about the story of Katie Morag, helped the teacher to correct an imaginary piece of work. Year 5 pupils discussed the pros and cons of the materials they might use to make their prototype mobile phone covers.

Parents and carers expressed a high level of satisfaction in the progress their children make and are appreciative of the efforts the school makes to involve them in their children's learning. Inspection evidence fully confirms their positive views.

Quality of teaching

Teaching quality is typically outstanding. An excellent range of independent activities and very clear priorities set in the Early Years Foundation Stage enable children to

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make excellent progress. The teaching of phonics is outstanding. The youngest children showed how well they had learned the different sounds of 'er' by using them in a range of spoken words. The focus on group work with highly skilled teaching assistants ensures all pupils make excellent progress in reading and thoroughly enjoy their books. In another group, a teaching assistant helped a pupil correctly identify a cube shape when he was encouraged to think about fat or thin shapes and 'stretch' the word into 'cuboid'. Practical ideas such as 'performing magic', by turning two-dimensional shapes into three and being able to 'call a friend' to describe and guess mathematical shapes, make learning fun. Adults develop excellent relations between and with pupils which aids their learning considerably. Assessment procedures are thorough in English and mathematics but pupils' progress is not measured as precisely or as thoroughly in other subjects. Careful planning and care ensure targets are used effectively. Pupils know what they need to do to improve their work, and enjoy challenges. This was clear in a Year 2 lesson, where the teacher challenged pupils to use directional language in an activity with a programmable toy. Pupils had to decide for themselves how best to do this and had to indicate whether they had met their target. Teachers' use of progress information on a day-to-day basis is rigorous and leads to pupils' excellent progress.

Pupils are motivated by the exciting ideas, resources and curriculum. Pupils proudly showed inspectors their solar system website, blogs, and Matisse pictures that they had posted. They explained how they had used green screen technology to record their views outside Number 10 Downing Street. The impact of the school's highly effective promotion of pupils' spiritual, moral, social and spiritual awareness is evident in day-to-day activities. For example, Year 4 pupils dressed as Egyptians to gain great insight to the stresses and strains of life in Ancient Egypt when working with a theatre group.

Inspection evidence agrees with most parents and carers who say they are pleased with the quality of teaching. Typically, one commented, 'My children have developed a real love for learning, which is a joy to see.' A very few parents and carers felt that additional support for some pupils could be increased. Inspectors found that the school provides support above and beyond that expected for targeted children.

Behaviour and safety of pupils

Pupils' exemplary behaviour is typical over time. Pupils told inspectors that they knew the different types of bullying, including physical, verbal, computer-based or that aimed at criticising differing backgrounds and beliefs, but say, 'Bullying just doesn't happen'. They told inspectors, 'We developed the anti-bullying policy and The Wellstead Way' – a charter of expectations, put together by the School Council – so that 'we can help each other to behave and get on'. All Year 5/6 pupils are working towards a citizenship award which requires them to contribute to school and the wider community. Pupils have high levels of confidence in the adults in the school. Many parents wrote comments about the help their children had received.

The extremely broad curriculum provides an excellent base for pupils' learning,

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especially their personal development. Pupils' enthusiasm for getting involved is impressive. They are very caring towards each other, especially to those who are disabled, and they appreciate their 'brill' environment. At playtimes, pupils played happily together using space hoppers, ropes and balls or the trim trail. Older Year 5/6 pupils organise games and all tidy up the equipment. Pupils show an outstanding awareness of how to keep themselves and others safe. They enjoy their responsibilities welcoming visitors, as buddies, eco-councillors, junior police, police support community officers (PSCOs) and 'digital leaders', who act as ambassadors for the safe and appropriate use of ICT. The fair trade steering group has influenced changes in the Fair Trade tuck shop and are exploring Fair Trade Cotton for the school uniform.

Almost all parents and carers say that pupils' behaviour is good. All agree their children are safe; inspectors confirm children are safe but judge behaviour as exemplary.

Leadership and management

The headteacher, senior staff and governors are behind the highly successful drive to maintain high levels of achievement and provision. Leadership is delegated exceptionally well and all make an excellent contribution to the school's success. Leaders rigorously monitor, leading to sharply focused self-evaluation. A track record of initiatives that enthuse pupils have contributed to their excellent progress. Members of the governing body provide high levels of challenge, are fully involved in decisions, and have considerable expertise. High quality continuing professional development, including coaching and providing examples of high quality teaching, ensures excellence in provision and a clear focus on pupils' learning. These and the many developments since the last inspection show an excellent capacity to improve further.

Pupils' spiritual, moral, social and cultural development contributes outstandingly to their exemplary behaviour. Through P4C, pupils learn to take account of the views of others and build on this to form their own ideas. Photographic evidence shows pupils have learnt about different cultures and beliefs, including Eid, Divali and Harvest. The outstanding curriculum is extended through partnerships with other schools and includes specialist teaching for Spanish, ICT, dance, music and physical education. Visits and visitors from the local community further enrich the curriculum, from a local organic farmer to visiting an orchard and places of worship. The Early Years Foundation Stage area is very well resourced and organised, and used very effectively to support exciting learning and excellent personal development.

Safeguarding practice is outstanding. Pupils' safety and the excellent care of pupils, including a popular breakfast club, ensure this is a very safe, supportive school. The very effective monitoring of pupils' changing attainment on entry and of those joining through the school year has enabled the school to pinpoint where intervention will make most difference to pupils' outcomes. This promotes inclusivity and equality and tackles discrimination very effectively. The vast majority of parents, carers and staff

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indicate they feel the school is led and managed effectively; inspectors agree.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 March 2012

Dear Pupils

Inspection of Wellstead Primary School, Southampton SO30 2LE

Thank you for being so welcoming to us when we visited your school. We enjoyed talking with you and hearing your views. We think yours is an outstanding school.

- You make outstanding progress and achieve brilliantly, as you really work hard.
- We were impressed with your excellent behaviour.
- Teaching is typically high quality and this helps you to do so well.
- Your headteacher and staff lead the school exceptionally well.
- You told us how much you enjoy lessons and the wide range of activities you do.
- You are rightly very proud of your school and really enjoy all your responsibilities as members of the school and eco councils, buddies and digital leaders. Well done!
- We really liked hearing about your Egyptian work.
- All the adults in the school look after you very well and make sure that you get help if you need it.

The school wants to improve even further. We have asked the staff to make sure that they explore and introduce different methods for recording your achievement in subjects, not just in English and mathematics, so that they can measure how well you are doing.

All of you can help by continuing to listen carefully and taking note of what the teachers say so that you can carry on making the best possible progress in your learning.

Yours sincerely

Sheila Browning
Lead inspector

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