

# Wellfield Methodist and Anglican Church School

## Inspection report

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<b>Unique Reference Number</b>	119492
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358566
<b>Inspection dates</b>	25–26 May 2011
<b>Reporting inspector</b>	Eithne Proffitt

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Alison Mackenzie
<b>Headteacher</b>	Mrs Dawn Forshaw
<b>Date of previous school inspection</b>	4 March 2008
<b>School address</b>	Wellfield Drive Burnley Lancashire BB12 0JD
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<b>Inspection date(s)</b>	<b>25–26 May 2011</b>
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## Introduction

This pilot inspection was carried out by three additional inspectors. They observed nine lessons led by seven teachers and carried out two extended 'learning walks' through all classrooms. In addition, an inspector listened to pupils reading and talked with them about their enjoyment of books. Meetings were held with the Chair of the Governing Body, the School Improvement Partner, school staff and groups of pupils. Inspectors observed the school's work and looked at a range of documentation relating to school management and improvement planning, pupils' progress and achievement and safeguarding. The team considered questionnaires returned from pupils, staff and 58 parents and carers.

## Information about the school

Wellfield is smaller than the average sized primary school. Very few pupils are known to be eligible for free school meals, belong to ethnic minority groups or speak English as an additional language. A very small proportion has special educational needs and/or disabilities and, currently, no pupil has a statement of special educational needs. The school consistently meets the government floor targets for standards reached by pupils. The school has achieved Healthy Schools status, PE Gold Mark and Green Flag Eco status.

A privately run after-school club operates on site. The provision is subject to separate inspection and a report on its quality will be found 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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement</b>	<b>3</b>
<b>Teaching</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>
<b>Behaviour and safety</b>	<b>2</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

This is a satisfactory school. It has improved considerably since its last inspection in key areas because the headteacher's vision and drive have been resolutely focused on improving pupils' attainment and achievement.

Pupils feel safe in school, both physically and emotionally and state confidently that the work of all the adults in the school is key to this sense of security. Behaviour in and around the school is good and pupils say that any instances of poor behaviour are dealt with swiftly and effectively.

Achievement through the school is satisfactory. Most pupils enter Reception with skills typical for children of their age and a considerable majority leave Year 6 having attained nationally expected levels. More-able pupils also make satisfactory progress but could achieve more. However, there are pockets of good progress which are directly linked to the school's improvement work, such as that of pupils' with special educational needs and/or disabilities, in pupils' early reading skills, boys' writing and girls' attainment in mathematics. This better progress contributes to pupils' improving attainment in English and mathematics throughout the school.

Professional development and performance management have ensured that teachers are increasingly skilled in assessing pupils' progress. They now have more accurate assessment information on which to base their teaching. However, teachers do not always use this information to exploit all pupils' abilities and ensure they all reach their potential and so teaching is satisfactory overall. While these inconsistencies persist, so does the uneven profile of pupils' achievement over time.

There is a strong team ethos amongst staff and a determination to succeed, with leaders, including the governing body, sharing a resolve to continue to take the

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school forward. School effectiveness is regularly evaluated, but leaders understand that current monitoring practices, although conscientious, are not yet sharp enough to secure consistently effective management, teaching that is at least good and higher attainment for all pupils.

Schools whose overall effectiveness is judged satisfactory, and where leadership and management is no better than satisfactory, may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Ensure all pupils have access to consistently good or better teaching by:
  - making certain that all teachers use their knowledge of pupils' abilities to provide appropriate levels of challenge and support for all groups of pupils in all lessons, especially for the more able
  - using marking to provide pupils with constructive guidance towards the next steps in their learning and to ensure that learning is built on progressively from lesson to lesson
  - raising expectations of pupils' presentation of work so that the care taken reflects their positive attitudes to learning and the value that teachers place on pupils' achievements
  - ensuring that monitoring of teaching is thorough, focusing on the impact of teaching on all pupils' progress in lessons and their achievement over time.
  
- Reinforce the drive to ensure all pupils fulfil their potential by:
  - injecting more rigour into all monitoring activities to ensure that the above are implemented consistently and are making the intended improvements to pupils' learning and achievement.

## Main report

Children quickly settle into the Early Years Foundation Stage and make the most of the activities on offer. Through continuous observation and assessment, adults quickly come to know the children's abilities. They use this knowledge to provide focused activities, sometimes in groups, sometimes individually but at all times to provoke interest and spark an early enthusiasm for learning. Such enthusiasm is reflected in the gusto with which these young learners grasp every opportunity to write. As a result, children make good progress and the majority move to Year 1 armed with essential early reading, writing, mathematical and personal skills.

Teachers in the Reception class and in Key Stage 1 deliver a structured programme to encourage young readers' grasp of the sounds that letters make. By the age of six, many pupils are well-versed in decoding words for reading and their confidence

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in 'having a go' at using them in their writing is evident in the wealth of early writing samples on display throughout the three classes. The school's focus on improving reading has increased pupils' progress in the subject in both key stages and many older pupils now demonstrate good word-attacking skills, expression and understanding. They show a genuine desire to read. 'I sometimes find it difficult but I really love reading books' sums up the success of the school's work to provoke a passion for reading in every child. By the end of Year 6, attainment in reading remains average but with an increasing number of pupils attaining the higher Level 5.

Pupils with special educational needs and/or disabilities make good progress throughout the school as meticulous monitoring ensures all adults are clearly focused on pupils' progressive, successful learning. The special educational needs coordinator has developed the assessment, target setting, planning and provision procedures for these pupils. Individually tailored 'precision' programmes ensure daily sessions meet pupils' specific needs and drive their progress and attainment forward at a considerable rate. Talented classroom assistants form an effective further layer of teaching, successfully supporting these and other pupils' learning.

The school's tracking systems have identified certain groups of pupils in Key Stage 2 that were not making as much progress as their peers, for example, girls in mathematics and boys in writing. Teachers have been encouraged to adapt the planned English and mathematics curriculum to engage these pupils through a range of more appealing and inspiring activities. Both projects are proving successful and school data shows that the gaps between the attainment of these groups and boys and girls nationally are slowly beginning to close.

Whilst there is this evidence of good progress, the overall quality of teaching remains variable and there are common features in all teaching that fail to promote the better attainment of pupils, but particularly the more able. In lessons, pupils are attentive, engaged, confident and apply themselves well to tasks. They work cooperatively with each other and share ideas readily. In more effective lessons, confident, knowledgeable, enthusiastic teaching has high expectations of all pupils' abilities and work rates. Teachers use probing questioning and provide thought-provoking activities. Pupils rise to the challenge, become engrossed in the task and the pace of their learning and progress quickens. Less effective lessons are not as well planned or executed to ensure all pupils' needs are met or that valuable learning time is maximised. Here, progress is often curtailed by teachers' over-direction and insufficient opportunities are provided for pupils to develop their own ideas or to work independently. Despite these shortcomings, pupils' focus resolutely on the tasks, help their classmates and see activities through to completion. The quality of teachers' marking is also variable. It is often supportive and reassures pupils of their successes. However, there is little evidence of teachers taking this opportunity to let pupils know how they can use these successes to move rapidly onto the next step in their learning, or of this informing the activities for the next lesson. Additionally, many pupils' work is let down by poor presentation and teachers fail to reproach pupils for this. Continued acceptance is allowing for mixed messages about teachers'

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expectations and for bad habits to continue unchecked. While these inconsistencies in teaching remain, pupils' unwavering progress towards the school's aspirational attainment and achievement targets cannot be guaranteed.

The enthusiasm and commitment of staff are strengths of the school and instrumental in supporting the drive for change. All have embraced the new curricular arrangements, where topics and themes are assuring pupils' understanding of how learning is linked across all subjects. Pupils have responded well to this and are convinced that it has improved their learning. 'It's good, you know, you stand back and see how it all slots into place' is typical of their comments. Subject coordinators have assured a firm grip on essential coverage of the National Curriculum but do not yet consistently monitor the impact of the curriculum on pupils' learning and achievement and this limits the overall pace of improvement.

Pupils contribute willingly to the smooth running of the school and are given a voice, for example, through the school council. Pupils' consistently high rates of attendance reflect their enjoyment of school and the trust that parents and carers place in the care provided. Through the parental questionnaires, parents and carers expressed very positive views of the school. A small minority raised concerns that lessons may be disrupted by bad behaviour. The inspection looked at pupils' behaviour in and around the school; visited all classes on a number of different occasions; examined the school's procedures for the management of behaviour and discussed these at length with different groups of pupils. Pupils reassured the inspectors that they fully understand the school procedures, especially the popular 'weather system' and feel that these are applied appropriately to ensure that no valuable learning time is wasted. They place their trust in the adults who care for them and appreciate the many opportunities to express any fears or worries that they may have. Pupils cite that incidents of bullying are extremely rare and they are confident that these are dealt with swiftly and appropriately. They have a keen sense of how to stay out of harms way and older pupils are particularly skilled in recognising the dangers posed by their use of the internet and mobile phones. The school successfully safeguards pupils' well-being, security and welfare through good child protection systems, up-to-date training and compliance with welfare requirements.

The headteacher, with the determined support of the leadership team and the governing body, has been relentless in the pursuit of the very best for all pupils and has rigorously confronted and tackled weaknesses in the school. To this end she has raised teachers' expectations, aspirations, performance and accountability and has set up a clear management structure with systems designed to monitor and evaluate the effectiveness of the school's work. Valuable links and partnerships exist, especially with the local Futures Learning Trust, to share expertise amongst teachers and to support pupils' learning and their well-being. This has taken time but it is clear that leaders and managers are strongly focused on continuously implementing change and driving improvement, helping to provide the school with satisfactory capacity to improve further. The supportive governing body is developing its ability to hold the school to account. There is a strong sense of teamwork in the pursuit of accelerating progress and raising attainment from its

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current average level. Staff morale is high because everybody is included in the school's mission, 'through its Christian values ... to encourage all learners to meet their potential'.

Teachers appreciate the stability provided by the leadership team and the professional development opportunities they are offered. There are now increasing examples of good teaching but there is an awareness that all teaching must be of at least this standard if all pupils' attainment and achievement are to be consistently above average. The school is aware that further work is required to make monitoring more rigorous, in order to eliminate the teaching that is still only satisfactory. The school appropriately promotes community cohesion, particularly in the local area, based on a secure knowledge and understanding of the religious, ethnic and socio-economic context of the school. This most effectively provides further support for pupils' spiritual, moral, social and cultural development. Its inclusive ethos satisfactorily promotes equality of opportunity, access to educational entitlement and successfully tackles any form of discrimination.



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

Ofsted invited all the registered parents and carers of pupils registered at Wellfield Methodist and Anglican Church 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	35	60	20	34	2	3	1	2
Q2 My child feels safe at school	42	72	15	26	0	0	1	2
Q3 The school helps my child to achieve as well as they can	26	45	25	43	6	10	1	2
Q4 The school meets my child’s particular needs	25	43	27	47	3	5	1	2
Q5 The school ensures my child is well looked after	38	66	19	33	1	2	0	0
Q6 Teaching at this school is good	26	45	25	43	6	10	0	0
Q7 There is a good standard of behaviour at this school	28	48	26	45	4	7	0	0
Q8 Lessons are not disrupted by bad behaviour	21	36	22	38	11	19	1	2
Q9 The school deals with any cases of bullying well	19	33	23	40	6	10	2	3
Q10 The school helps me to support my child’s learning	24	41	26	45	5	9	2	3
Q11 The school responds to my concerns and keeps me well informed	24	41	24	41	5	9	3	5
Q12 The school is well led and managed	30	52	24	41	3	5	1	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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 achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</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.**



27 May 2011

Dear Pupils

**Inspection of Wellfield Methodist and Anglican Church School, Burnley BB12 0JD**

Thank you all for the very warm welcome you gave us when we visited your school. We really enjoyed meeting and talking to you - we know you are proud to be part of Wellfield Primary School. We found that your school provides you with a satisfactory education. This means that there are things that your school does well and others that still need improvement.

We were delighted to note your high levels of attendance, well done and keep it up! You behave well, are very kind to each other and you are polite and welcoming to visitors.

You told us that your school is now a much better place to learn in and that your teachers give you more exciting activities that make lessons more interesting. We noted that you work very hard, especially when the teachers give you activities that really make you think. All the adults who work in your school are determined to make sure it keeps getting better and better.

These are the things we have asked your headteacher, teacher and governors to work on to help your school to improve even further.

- Make sure that the teachers make lessons more exciting and challenging so that they really stretch your learning.
- Ensure that the teachers give really useful feedback on your work, so you know how well you are doing and what you need to do next to move your learning even further forward.
- Make sure that the headteacher and leadership team keep a close eye on the progress you are making in your lessons and over your time in school.

We also think that you can all help by presenting your written work more carefully, so that both you and your teachers can value and be really proud of your achievements.

Thank you once again for being so kind and friendly – we enjoyed seeing you at work and play!

Yours sincerely,

Eithne Proffitt  
Lead Inspector

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