

Wellington Primary School

Inspection report

Unique reference number	100927
Local authority	Tower Hamlets
Inspection number	376484
Inspection dates	22–23 May 2012
Lead inspector	Madeleine Gerard

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	354
Appropriate authority	The governing body
Chair	Jill Cochrane
Headteacher	Martin Grant
Date of previous school inspection	26–27 March 2008
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Age group	3–11
Inspection date(s)	22–23 May 2012
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Introduction

Inspection team

Madeleine Gerard

Additional Inspector

Victoria Turner

Additional Inspector

Peter Thrussell

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 24 lessons or parts of lessons taught by 14 teachers, and held meetings with groups of pupils, staff and members of the governing body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work, looked at work in pupils' books and tracking data showing pupils' attainment and progress. The school's development plans and records related to safeguarding pupils were also seen. The inspectors considered responses to questionnaires received from 127 parents and carers.

Information about the school

This is a larger-than-average-sized primary school. Early Years Foundation Stage children are taught in one Nursery class and two Reception class. The proportion of pupils from minority ethnic groups is above average and Bangladeshi is the largest group. A higher proportion than average speaks English as an additional language. A few of these pupils are at an early stage of learning English. The proportion of disabled pupils and those with special educational needs supported by school action plus, or with a statement of special educational needs, is lower than average. The proportion of pupils known to be eligible for free school meals is above average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The school organises and manages a breakfast club. There has been a considerable number of staff changes in recent years. The school is undergoing a period of expansion which involves a substantial amount of current building work at the school.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding because there is some variability in the rates of pupils’ learning and progress between classes. Occasionally, teachers’ explanations to the whole class are too lengthy and limit the amount of time for pupils to work independently. As a result, the pace of learning slows in these lessons. Enhancements to the curriculum include an increased emphasis on writing in a variety of styles and making mathematics more relevant to pupils’ lives. This is helping to increase the rate of pupils’ learning and progress, although opportunities are sometimes missed for pupils to practise and develop their literacy and numeracy skills in other subjects.
- Achievement is good. From low starting points for their age, pupils make good progress to reach average levels of attainment in reading, writing and mathematics by the end of Year 6.
- Teaching is good. Planning ensures that tasks are well matched to pupils’ learning needs. Personalised targets, marking and teachers’ feedback make clear to pupils how to improve their work and move up to the next level.
- Pupils have positive attitudes to learning and behave well. They have a good awareness of how to keep themselves safe from harm, for example when cycling and when using computers.
- Good leadership and management have maintained the school’s good overall effectiveness. Since the previous inspection, the quality of provision in the Early Years Foundation Stage has improved and children’s achievement is rising. Leaders have managed performance successfully. Rigorous checks by senior and middle leaders on the quality of teaching ensure the school has an accurate view of provision. Well-selected additional training and coaching for staff have secured the good overall quality of teaching and pupils’ achievement in spite of changes in teaching staff.

What does the school need to do to improve further?

- By January 2013, increase consistency in the rates of pupils’ learning and progress throughout the school further by:

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- ensuring pupils are set independent tasks as early as possible in lessons
- enabling pupils to practise key literacy and numeracy skills very regularly across a range of curriculum subjects.

Main report

Achievement of pupils

The school is working well to narrow the gaps in attainment between pupils at the school and all pupils nationally, including for pupils known to be eligible for free school meals. All groups of pupils, including Bangladeshi pupils and those speaking English as an additional language, achieve well. Attainment overall, and in reading, is broadly average by the time pupils leave at the end of Year 6. Children join the school with skills and capabilities that are generally below those expected for three-year-olds. Previously satisfactory rates of progress in literacy and numeracy in the Early Years Foundation Stage have increased and are now good. By the time children leave the Reception class their attainment is closer to average overall, and improving. Attainment in reading at the end of Key Stage 1 is also average, and rising. Disabled pupils and those who have special educational needs thrive because they receive individual help tailored very specifically to their requirements. This enables them to make good progress. In the survey, almost all the parents and carers who responded were confident that their children are making good progress. Inspection findings support this view, although there remain some inconsistencies in the rates of pupils' progress between classes.

Pupils are typically enthusiastic, show interest in their work and concentrate well. This was seen in a literacy lesson where pupils were increasing their vocabulary by learning to add suffixes to the end of words they knew already. They listened very attentively to the teacher's explanations and made rapid progress in learning how to spell new words and use them in their writing. Pupils at a very early stage of learning English appreciate working with additional adults and make rapid gains in their understanding of English and in their speaking skills. Children in the Early Years Foundation Stage are keen to learn. In the Reception classes, children were observed following instructions very sensibly so that they wasted no time when getting into groups for daily letters and the sounds they make (phonics) sessions. Working in small groups with the adults, they thought hard to recall what they knew already and eagerly listened while the adults introduced new groups of letters. They quickly progressed to writing words using these letters. The highest attaining children enjoyed the challenge of writing sentences to practise new spellings.

Quality of teaching

Teachers make clear to pupils what they will be learning at the start of lessons. Explanations of new concepts are clear and well supported with resources including computers. Pupils make rapid progress when teachers plan opportunities for them to take an active part in lessons. For example, older pupils were working closely

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together in small groups to prepare a persuasive presentation in defence of a character from Greek mythology. They thoroughly enjoyed presenting their arguments to the rest of the class. Pupils are encouraged to take responsibility for checking how well they have progressed in each lesson using success criteria that the teachers set. Teachers also use assessment information well to ensure pupils are suitably challenged in their work. Occasionally, the pace of learning is less brisk when whole-class teaching is not as sharply matched to the full range of abilities, or when pupils spend too long listening to the teacher.

The school regularly checks how well pupils are doing and carefully tracks the progress individual pupils make. The information is analysed carefully so that any pupils falling behind are identified quickly and given additional support. This is particularly effective in Year 6 where extra sessions and additional guidance for pupils in small groups help them to make very swift progress. Marking, written feedback and personal targets are used well so that pupils know how to improve and what to do to move up to the next level in their work. Reading is taught well. Daily reading activities, themed weeks, visits from well-known authors and access to a wide variety of stimulating books foster pupils' enjoyment of reading. Disabled pupils and those who have special educational needs are well supported. Dedicated and well-trained additional adults and teachers work effectively together to ensure all pupils are fully included in learning. Well-organised extra sessions with teachers, additional adults and specialist therapists ensure their individual needs are met. Almost all the parents and carers who responded to the questionnaire were rightly confident that their children are taught well at the school.

The curriculum provides a range of interesting themes that enliven learning, but teachers occasionally miss opportunities to promote progress further by planning frequent activities for pupils to practise literacy and numeracy skills across all subjects. The breakfast club provides a happy and healthy start to the school day for the pupils who attend. Here, social skills are encouraged through opportunities to make friends with pupils in different classes and year groups. They play board games and enjoy sporting activities together. Play leaders enjoy taking responsibility for supporting the smooth running of break times. Self-confidence and self-esteem are boosted through lunchtime discussion sessions for targeted pupils. Moral values are promoted well, for example through talks in assembly and class discussions. Charity fundraising, growing daffodils and hatching chicks in the Early Years Foundation Stage help children in Nursery and Reception, as well as older pupils, develop caring attitudes. Pupils are knowledgeable about the wider cultural diversity within the school through celebrations of a wide variety of festivals including Black History Month, Chinese New Year and Eid.

Behaviour and safety of pupils

Pupils from diverse backgrounds get on well together. Their behaviour and attitudes make a good contribution to their own learning in lessons and the friendly atmosphere around the school. They respond promptly to reminders from staff about the behaviour that is expected. Most parents and carers in the survey are confident

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that behaviour is good at the school and that their children feel safe there. Most parents and carers who expressed an opinion said that incidents of bullying are dealt with effectively. The inspection found that incidents of bullying are rare and the whole school community is sharply aware of the various forms in which it may occur such as cyber bullying and name calling. Pupils are clear about the difference between the repeated nature of bullying and a mean incident that occurs only once. They say there is some name calling, which is dealt with quickly by staff. The school records confirm that such incidents are dealt with well. Anti-bullying assemblies, visitors from local emergency services including railway, river and mounted police, help pupils develop a strong awareness of how to keep themselves safe from harm. Previously low attendance is improving rapidly because the school is making abundantly clear to families how important it is that their children do not miss valuable learning.

Leadership and management

Leaders, managers and members of the governing body have worked effectively to maintain the quality of the school's work whilst it undergoes expansion and major site redevelopment. Together, they have maintained good behaviour and driven improvements to the curriculum including the introduction of topic themes that motivate and engage pupils. Enrichment activities are popular and include a residential visit to an activity centre in Essex for pupils in Year 5. Extra-curricular clubs are well attended including football, gymnastics and 'make it' club. Pupils learning to play the violin have attended workshops with musicians at well-known cultural venues. Spiritual, moral, social and cultural development is consistently and successfully promoted. Previously satisfactory provision in the Early Years Foundation Stage is now good. Staffing and performance issues have been dealt with effectively. Supported by well-targeted training and professional development, staff are working together with a shared vision to enhance the curriculum further and raise pupils' academic outcomes.

The school has worked hard to involve parents and carers in supporting their children's achievement. Weekly workshops for them, for example on how phonics is taught at the school, as well as parenting advice and guidance on a range of topics, are well attended. Partnerships are used extremely well. For example, selected older pupils benefit from weekly sessions with reading partners from a local business each week to help raise their attainment further. Additional funding from a variety of local businesses is used very effectively to enrich the curriculum and ensure that all pupils have the chance to participate in activities in and out of school regardless of background or ability. The school tackles discrimination and promotes equality well so that rates of learning and progress are equally good for all groups of pupils. All these strengths reflect the school's capacity to improve further. The school site is well maintained and arrangements for safeguarding pupils meet statutory arrangements; staff have a robust knowledge of procedures to safeguard pupils' safety and welfare, and receive regular training.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.



24 May 2012

Dear Pupils

Inspection of Wellington Primary School, London E3 4NE

Thank you for your friendly welcome and for helping the inspectors when we visited your school recently. We enjoyed talking to you all and listening to what you had to say. This letter tells you about the judgements that we reached during our visit.

Wellington Primary is a good school. Those of you who completed the survey told us that you usually learn a lot in lessons. The youngest children get off to a good start in the Nursery and Reception classes. You are taught well and make good progress through the rest of the school and reach similar standards to other pupils nationally by the end of Year 6. Those of you who need additional help are well supported by the adults in school so that you make good progress too. You behave well and are keen to learn. You have a good awareness of how to keep yourselves safe from harm.

To help you do even better, we have asked that teachers set you tasks to do on your own, or in small groups, as early as possible in lessons. We also want the school to make sure that you have plenty of opportunities to practise your literacy and numeracy skills when you do work in other subjects. This will help you to make even faster progress. All of you can help by continuing to work hard and attending school every day.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard
Lead inspector

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