

# Wellington Primary School

Wellington, , Hereford, HR4 8AZ

**Inspection dates** 13–14 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school because

- It has made rapid improvements in teaching and learning and pupils' achievement in all subjects is above average. Achievement is best in reading, but not so strong in writing.
- Pupils greatly enjoy school. They develop good attitudes to learning and are considerate to others.
- Disabled pupils with disabilities and those who have special educational needs, and those at risk of not succeeding, are well supported to make good progress.
- Pupils who are behind in their reading, writing and mathematics have extra help and some of them make exceptionally big strides in their learning.
- Good teaching and a good selection of activities in lessons help pupils to learn well.
- Pupils behave responsibly in and out of lessons. They want to do the right thing, to please their teachers and are confident about asking for help.
- Pupils feel safe in school. Rare attempts at bullying are promptly addressed and pupils know how to respond.
- The headteacher has ably and successfully promoted a strong belief throughout the school that everyone can improve and succeed.
- The governing body challenges the school well and benefits from the headteacher's open style of management.
- Robust systems for monitoring and evaluating the work of the school have been established.
- The school provides interesting programmes for lessons and after-school clubs for pupils.
- Teachers have rigorously reviewed and improved their practice and morale is high.
- Weaknesses in the Early Years Foundation Stage identified in the previous report have been successfully addressed.
- Children in the Early Years Foundation Stage achieve well as a result of outstanding teaching.

### It is not yet an outstanding school because

- Teachers do not always personalise their planning, fully check pupils' understanding in lessons, and stretch the most able pupils.
- Some pupils do not always understand how to improve their work, particularly writing.

## Information about this inspection

- The inspector spent four hours observing seven lessons, taken by four teachers. Two of them were joint observations with the headteacher. Additionally lessons were visited to gauge how well all pupils were engaged, and some pupils were heard reading.
- Meetings were held with the headteacher, staff, pupils, the Chair of the Governing Body and representatives of the local authority.
- The inspector took account of 15 responses to the online questionnaire (Parent View) in planning the inspection.
- The inspector observed the school's work, looked at a number of documents, including records and documents relating to monitoring and evaluation, behaviour, safety, safeguarding and attendance. She examined 11 staff questionnaires and carried out a work scrutiny with the headteacher to assess progress.

## Inspection team

Kathy Hooper, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average school.
- All of the pupils are all White British.
- There are slightly fewer pupils than at the time of the previous inspection.
- The number of disabled pupils and those who have special educational needs on school action is average; the proportion who are on school action plus or supported by a statement is above average.
- A lower-than-average number of pupils is known to be eligible for pupil premium.
- Pupils are taught in four mixed-age classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has the following awards: Artsmark Silver, Quality Mark for Special Educational Needs and an award from the Football Association.
- There is a private nursery on the school site that is not managed by the governing body and is separately inspected.

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

- Increase the number of pupils who achieve the higher levels of attainment, particularly in writing, by:
  - planning to use inspirational strategies that are sharply focused on pupils' individual differences, particularly the most able
  - ensuring that all pupils know how to improve and present their work
  - checking learning throughout lessons, and through marking.
- Set more rigorous targets for teachers matched to the professional standards, particularly with respect to:
  - planning lessons for a wide range of abilities including challenge for the most able
  - extending opportunities for reflection on pupils' learning through lessons and marking
  - ensuring that pupils always strive to do their best work.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement has improved considerably since the previous inspection. This is the result of improved teaching and prompt attention to any underperformance.
- The achievement of children in the Early Years Foundation Stage is good. The new teacher has introduced more effective ways of working, for example, through learning journeys. The curriculum has been radically improved. Children quickly learn good routines and understand teachers' expectations.
- Attainment on entry is broadly average and pupils' achievement at the end of Key Stage 2 is above average in all subjects. They achieve best in reading and a large majority of pupils passed the phonic screening test at the end of Year 1. Whilst standards in writing have improved, pupils achieve least well in this area throughout the school.
- Some pupils make outstanding progress because interventions are targeted at pupils who are not making sufficient progress and those in danger of falling behind.
- Disabled pupils and those who have special educational needs are accurately identified and supported very well. As a result, they make at least good progress and for some their progress is outstanding.
- Although about half of Key Stage 1 pupils achieve higher levels in reading and mathematics, only a very small minority achieve higher levels in their writing. There is a similar pattern in Key Stage 2.
- Parents and staff agree that the school meets the needs of pupils well. Pupils confirm that they make good progress and enjoy school.
- Year 6 pupils' written work is lively and thoughtful, and punctuation is accurately used. The fluent handwriting demonstrated in some exercises is not always reflected in their creative writing.

### The quality of teaching is good

- The quality of teaching is good and confirms the school's own evaluation. Where teaching is outstanding, there is a particularly clear focus on individual abilities.
- Teaching is generally consistent. Lessons are planned with a good range of activities that engage pupils well. The purpose of lessons is clear to pupils; planning, for different levels of ability, is in place, and resources are well chosen.
- Support staff ably direct the learning of groups of pupils, within and outside lessons. There is a good range of interventions to help pupils to address gaps in their understanding. Volunteers support those pupils who need reading practice and pupils say they enjoy reading.
- There is a positive climate for learning and pupils persevere extremely well throughout lessons. Teachers use questioning and reinforcement well to promote understanding.
- Accurate analysis of progress data enables teachers to be aware of pupils who are in danger of falling behind and, as a result, they have good oversight of the learning of different groups. All pupils respond responsibly to expectations and the most able pupils work well independently.

- Pupils are fully engaged by problem-solving activities, for example, when working out patterns in numbers. They respond well to challenge and collaborate productively with others.
- Overall, teachers do not take enough risks in their teaching and this occasionally limits the amount of challenge for the most able. In a lesson concerning different perspectives on the use of plastic bags in retail, there was a lively whole-class discussion exploring relevant issues. This took a large part of the lesson, as a result, some pupils, though very interested, made little contribution.
- Assessments are moderated, accurate and frequent so that no pupil falls behind. Assessments in the Early Years Foundation Stage have been moderated and are accurate. Adults use their assessments in lessons very skilfully to extend children's skills and understanding.
- Marking clearly identifies strengths and areas for improvement. However, there is not always evidence that pupils act on the teachers' suggestions for improvement.

### **The behaviour and safety of pupils are good**

- Behaviour throughout the school is good and there is an inclusive and orderly atmosphere. Records indicate a significant reduction in incidents of poor behaviour. There are clear expectations throughout the school that are well understood by pupils and consistently applied by staff.
- Pupils have very good attitudes to learning and describe lessons as 'fun'. Parents and staff agree that pupils' behaviour is good. There have been no exclusions since the new headteacher has been in post.
- Pupils feel safe in school as a result of improved safety measures. They report that any bullying is dealt with promptly. Although pupils are aware of cyber-bullying, they say there is none because it is monitored.
- Attendance is well monitored. It has improved and is now above average. Appropriate rewards and strategies are in place to promote good attendance.
- Pupils take responsibility for others in a mature fashion, learn to tolerate differences, and clearly relish their social interactions. They are appreciative of the improvements in the quality of lessons, attitudes of teachers, and improved facilities and equipment.

### **The leadership and management are good**

- Excellent leadership and management implemented by the headteacher has welded a strong team of enthusiastic staff who appreciate the professional approach to the development of their practice. Morale is high and teachers have been buoyed by their recent successes.
- Focused use of data analysis and systematic monitoring and evaluations have helped to raise expectations throughout the school and ensure that all pupils achieve equally well. There is a direct link between pupils' progress, teachers' targets and their training needs, and the school development plan.
- The role of subject leaders is developing well. Good practice, derived from their own experiences and from training, is shared to achieve improvements and consistency. Pupils

are consulted about their experiences.

- Observation of lessons, work scrutiny and learning walks are carried out regularly and there are frequent pupil progress meetings. Feedback from the headteacher is rigorous and helpful. There is, therefore, a strong feeling of teamwork and a clear focus on priorities.
- Policies have been rewritten and staff are involved well in their generation and review. As a result, there is a feeling of ownership, and good practice throughout the school is shared.
- The local authority has been very supportive of these initiatives. It has advised on standards and helped to review practice. As a result, there is good awareness of the need for continuous improvements.

■ **The governance of the school:**

- Transparent management by the headteacher ensures that governors challenge the headteacher and effectively support developments in an informed manner.
  - Sub-committees have been reviewed with clear roles and functions, including oversight of standards and the curriculum.
  - Governors are involved in the life of the school, for example, through work scrutiny and classroom visits, and discussions with staff and pupils.
  - The performance of teachers is taken into account in salary reviews and governors have a firm grasp of financial planning.
- The curriculum is broad and balanced and is under constant review to make it increasingly relevant. It is strongly underpinned by the school's values. There are regular thematic weeks, such as one about Ghana, and regular opportunities are provided to address issues of discrimination.
  - Pupils develop their spiritual, moral, social and cultural awareness well through lessons; after-school clubs, such as art, cookery and sports; and the many good opportunities to work in and with the community. Pupils have attended workshops with the local football club on 'respect'. They learn about their environment, for example through Forest School.
  - Every opportunity is taken for engaging parents and carers. The school has an open-door policy and makes good use of the website, parents' evenings and questionnaires. Teachers hold workshops to explain how to support children at home.
  - There are robust safeguarding procedures that are kept under review through monitoring and staff training. There is a paediatric first aider in the Early Years Foundation Stage and all staff are well trained. There are regular reviews and reports to governors.
  - The rapid progress made in raising the achievement of all pupils over the last two years is testament to the school's strong determination to improve and indicates good capacity for further improvements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116745
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	405662

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	97
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Shaun Losh
<b>Headteacher</b>	Wendy Harrison
<b>Date of previous school inspection</b>	12 January 2011
<b>Telephone number</b>	01432 830264
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