

Wellfield Methodist and Anglican Church School

Wellfield Drive, Burnley, Lancashire, BB12 0JD

Inspection dates 15–16 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils' attainment by the end of Year 6 is above average and has improved since the last inspection.
- As a result of good teaching, pupils make the progress expected of them and the proportion doing better than this is increasing. As a result, pupils achieve well.
- Disabled pupils and those with special educational needs make similar progress to other pupils because of the well tailored help and support they receive.
- Children get a good start to their education in the Early Years Foundation Stage because relationships are good and adults help them to learn well.
- Pupils are enthusiastic and confident learners, they enjoy school and behave sensibly and safely in class and around the school. Staff ensure that pupils are well cared for and safe.
- The school is led by a determined and enthusiastic headteacher, who is well regarded by pupils and parents.
- She is strongly supported in her drive for improvement by effective senior colleagues. This has led to better teaching and improved achievement by pupils.
- The governing body has a good knowledge of pupils' achievement and the school's strengths and works effectively with leaders to maintain a sharp focus to secure further improvements.

It is not yet an outstanding school because

- In lessons, sometimes teachers do not check regularly enough how well pupils are doing and so progress slows
- Not enough opportunities are provided for pupils to increase and use their reading and writing skills in subjects across the curriculum.
- Pupils' work is not always neat and they do not respond well enough to the suggestions made when teachers mark their work.

Information about this inspection

- Inspectors visited 14 lessons taught by seven teachers.
- Meetings were held with the headteacher, other senior staff, pupils, the Chair of the Governing Body and the school adviser from the local authority.
- Inspectors observed the school's work. They examined the school's improvement plans, self-evaluation, safeguarding arrangements, health and safety and behaviour logs, school policies and a range of pupils' work.
- Inspectors took account of 36 responses to the on-line questionnaire (Parent View).
- Inspectors also examined questionnaire responses from 15 members of staff.

Inspection team

Adrian Francis, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

Full report

Information about this school

- Wellfield Methodist and Anglican Primary School is smaller than the average sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs is below average, both through support at school action and school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for pupil premium (additional government funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in single age classes throughout the school. Children in the Early Years Foundation Stage are taught in one Reception class.

What does the school need to do to improve further?

- Improve the quality of teaching so a greater proportion becomes outstanding, to further increase pupils' progress by:
 - providing pupils with more opportunities to increase and use their reading and writing skills across different subjects
 - ensuring that in lessons teachers always check regularly how well pupils are learning to make sure that their progress is always at least good
 - making sure that pupils respond to marking and make improvements to their work
 - ensuring that pupils' work is always neat and well presented.

Inspection judgements

The achievement of pupils

is good

- Most children enter the school in the Early Years Foundation Stage with skills and abilities typical for their age. They make a great start, thriving in the friendly, caring classroom. They progress well in the three prime areas of communication and language, physical development and personal, social and emotional development. Children enjoy their learning and many read and write simple sentences, count accurately to 10 and often beyond, and are able to choose different activities independently.
- By the time pupils reach Year 6, standards are above average; this represents good achievement from their starting points. Due to improved teaching, all groups of pupils are now making better progress. For example, in a Year 6 literacy lesson pupils successfully developed their ability to write as journalists by focusing on newspaper articles related to the X-Factor television programme.
- The successful drive to improve reading skills over the past year has accelerated pupils' progress. Pupils build successfully on their early reading skills, effectively using a range of strategies, including sounding out letters to read unfamiliar words. Leaders are keeping a strong focus on ensuring that this improvement has solid foundations, and this continues to raise standards.
- Although work in pupils' books shows that achievement in reading and writing is good, pupils do not have sufficient chances to increase and use these skills in a wide range of contexts to improve further their achievement.
- Achievement in mathematics improved markedly in 2012 after two years of reducing standards. This improvement is now being maintained as a result of the improved teaching of mathematics, with pupils having a stronger grasp of basic number concepts.
- Disabled pupils and those who have special educational needs make similar rates of progress to other pupils, demonstrating the school's effective focus on promoting equality of opportunity. This is because they receive well targeted support from teachers and teaching assistants.
- The small number of pupils known to be eligible for the pupil premium makes good progress and benefit from well targeted support from additional adults; this is helping to develop their communication and literacy skills. Of this group, those pupils known to be eligible for free school meals attain similarly and make the same good progress as that made by those pupils not eligible for free school meals.
- Some of the work in pupils' books shows high levels of care and pride, including their handwriting and presentation. However, this is not consistent in all classes.

The quality of teaching

is good

- Since the last inspection, senior leaders have strengthened the management of teachers' performance very effectively to improve teaching, so that it is consistently good across the school. Most parents agree that teaching is typically good.
- Teaching throughout the school is exemplified by warm, friendly relationships with pupils and a desire to ensure all pupils make the most progress possible. In the most effective lessons, teachers' questioning of pupils encourages thoughtful and sometimes lengthy answers, as observed in a lesson in Year 5, when pupils talked about how to empathise with different characters' points of view by focusing on the story of 'The Snowman'.
- The large majority of teaching is enthusiastic and helps pupils to learn quickly. Teachers and teaching assistants are highly skilled in the teaching of letters and sounds in the Reception class and in Key Stage 1. In Key Stage 2, focused activities to teach reading are good and so pupils are becoming more confident readers.

- Teachers make clear to pupils what they are going to learn, this is referred to as the 'skills focus', and most interventions by teachers and teaching assistants are well directed, especially for disabled pupils and those with special educational needs.
- The improved use of assessment information to plan lessons enables pupils to build on what they already know and can do. This helps them to make better progress. Activities are generally matched appropriately to pupils' learning needs. However, there are occasions when teachers do not check regularly enough the quality of pupils' learning during lessons. In these lessons, pupils' progress slows.
- Teachers mark pupils' work regularly and there have been improvements in letting pupils know how well they are learning and, in most cases, how they can improve their work. However, teachers do not always ensure that pupils respond well enough to suggestions about how to improve their work.
- Teaching makes a strong contribution to pupils' spiritual, moral, social and cultural development, especially during times given to reflect on their learning and through encouraging pupils to behave well.

The behaviour and safety of pupils are good

- Pupils enjoy school, behave well and say they feel safe. They are polite and very friendly to visitors and treat each other and adults with respect. Pupils demonstrate good manners, politeness and courtesy.
- There is a calm, orderly atmosphere around the school. Pupils express confidence that there is always an adult they can go to if they are worried about something.
- Pupils say that lessons are hardly ever disrupted by poor behaviour. The system to encourage pupils to behave well, known as 'the weather system' to the pupils and staff, plays a strong part in this.
- Pupils have a good understanding of how to keep themselves safe. They are well aware of the different forms of bullying, such as name calling and internet bullying, and say that bullying of any sort is rare and always dealt with effectively by staff.
- The school has effective links with external professionals when specialised services are needed, for example, to support pupils who need specific support across the curriculum.
- Attendance is above average and punctuality is good. This has been the picture for several years. There has been one fixed-term exclusion in recent years.
- Most parents who expressed a view feel that behaviour is typically good and that their children are safe. A minority of parents who responded to the on-line Parent View survey disagreed that the school deals effectively with bullying. However, discussions with pupils and parents and examination of the school's records related to these issues, found that any bullying that is brought to the school's attention is dealt with effectively.

The leadership and management are good

- Leadership and management have strengthened since the last inspection. The headteacher, supported well by an effective governing body, deputy headteacher and the assistant headteacher has made every effort to ensure that all pupils make the best possible progress. As a result, although some inconsistencies remain in the quality and impact of teaching across the school, teaching has improved.
- Senior leaders make frequent checks on pupils' progress, including meetings with individual teachers to review the performance of their class and to discuss ways of seeking improvement. Where any pupils are identified as being at risk of falling behind, appropriate and effective support is put into place.

- Systems to manage the performance of staff are securely in place. This has led to improvement and greater levels of accountability of teachers, particularly in the quality of teaching and levels of pupils' achievement. Targets set for teachers link closely to the school's priorities for improvement and appropriate support and training is in place to help them improve their skills.
- Strong teamwork and a determination to bring about improvement have strengthened the school's overall effectiveness. The school's procedures for gaining a view of its performance are generally accurate and priorities for improvement link closely to raising pupils' achievement further.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well. It generally enthuses pupils in their learning and as a result, behaviour in lessons is good. The curriculum makes interesting links between subjects and pupils enjoy their work, saying that 'it's fun and you always learn something new'.
- School leaders promote equality of opportunity and positive relationships effectively. This ensures that there is no discrimination through gender, ethnic heritage, disability or special educational needs.
- Effective use has been made of the pupil premium funding. This results in targeted pupils receiving specific support and, as a result, they achieve as well as pupils who do not get this additional resource.
- The local authority provides good, effective support to the school. This has helped to strengthen teaching and focus on key priorities for improvement.
- **The governance of the school:**
 - Members of the governing body, led by a knowledgeable and dedicated Chair of the Governing Body, provide good, effective support for the school and have a clear view of what it needs to do to improve further. This support is balanced with a suitable degree of challenge, resulting in pupils' progress and attainment being discussed at whole governing body meetings and at meetings of the governors' committees. Governors have a clear understanding of how the pupil premium funding is spent and how it improves the progress of this group of pupils. They talk confidently and accurately about the quality of teaching and ensure that systems to check the performance of teachers are robust. They understand and manage well the link between performance and teachers' salary progression. Safeguarding is given high priority by governors. They ensure that safeguarding arrangements meet the statutory requirements and are effective, and that school policies are reviewed on a regular basis.

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

Unique reference number	119492
Local authority	Lancashire
Inspection number	405865

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Alison Mackenzie
Headteacher	Dawn Forshaw
Date of previous school inspection	25 May 2011
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