

# Wellesley Primary School

Edgeworth, Yate, South Gloucestershire, BS37 8YR

**Inspection dates** 11–12 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<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.

- Pupils make good progress because the teaching is good and at times outstanding. Lessons include engaging activities that motivate pupils to try their best.
- Pupils are polite and considerate. They get along very well with one another and the staff. They feel safe and secure and enjoy coming to school.
- The extensive and extremely well-resourced grounds are used very effectively to promote pupils' learning and personal development.
- The headteacher successfully drives improvement and is strongly supported by the leadership team. There is a shared ambition across the school to ensure all pupils do as well as they can.
- School leaders track the progress of all pupils meticulously and keep a sharp eye on the quality of teaching. This enables them to arrange support for any pupils falling behind and to provide teachers with further guidance and training.
- Governors keep well informed. They have an accurate view of the quality of teaching and of how well different groups of pupils are getting on. This enables them to provide perceptive guidance and support.
- Parents and carers hold the school in high regard. Typical of their comments was, 'This is a lovely school with caring and supportive staff.'

### It is not yet an outstanding school because:

- The most able pupils in Year 6 are not always given work which fully challenges them.
- Sometimes teachers do not keep a close enough watch on how different groups of pupils are getting on with their work during lessons. This means opportunities to provide extra help or to set more difficult tasks are missed.
- Although pupils are given strong guidance about how to tackle tasks, there are few opportunities for them to be inspired by looking at examples of particularly good work.

## Information about this inspection

- Inspectors observed 16 lessons, five of which were joint observations with the headteacher. They listened to pupils read and discussed their reading habits and preferences with them.
- Inspectors discussed various aspects of the school with pupils and looked at a range of their work. They took account of the school's data on pupils' attainment and progress.
- Meetings were held with school leaders, members of the governing body and a representative from the local authority.
- During the inspection, inspectors took account of the 40 responses to the online Parent View survey. They had informal discussions with parents and carers and took account of the 13 questionnaires returned by staff.
- Inspectors looked at a number of documents, including plans for improvement, teachers' plans, safeguarding arrangements, records relating to behaviour and attendance, minutes of meetings of the governing body and records of the school leaders' monitoring of lessons.

## Inspection team

Rob Crompton Lead inspector

Additional Inspector

Jennie Cutler

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school. Almost all pupils are White British and no pupils speak English as an additional language.
- The proportion of pupils known to be eligible for free school meals, for whom the school receives additional funding through the pupil premium, is below average. The pupil premium provides additional funding for children who are looked after, children of parents and carers serving in the armed forces and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is below average. These needs relate mainly to specific learning difficulties or communication, speech and language problems.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has National Healthy Schools status, the ActiveMark and the Opal Award for its provision for outdoor play and learning.
- The headteacher was appointed on a temporary basis from September 2012 and became the substantive headteacher in January 2013.

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

- Further accelerate the progress pupils make through Key Stage 2 in writing and mathematics by:
  - extending the challenge for the most able pupils in Year 6 so that they tackle work more usually introduced in Years 7 and 8
  - ensuring teachers keep a close eye on the progress pupils are making during lessons so they can step in with further support or additional challenge.
  - providing samples of exemplary work at different levels so pupils have a clear idea of what they are aiming for.

## Inspection judgements

### The achievement of pupils is good

- When children enter the Reception class, their social and language skills are generally at below the levels expected for their age. They build well on their starting points so that, typically, they reach a good level of development by the end of Reception. In subsequent years, pupils in all classes make good progress and levels of attainment by Year 2 and Year 6 are generally above average.
- Systematic teaching of phonics (letters and the sounds they make) means pupils gain increasing confidence in reading unfamiliar words and are progressively accurate when writing. The proportion of pupils reaching the expected level in the Year 1 spelling check this year was above average.
- Pupils read widely and fluently. Year 2 pupils discussed the difference between fiction and non-fiction books and were keen to talk about their favourite stories. One Year 6 pupil remarked, 'I love reading, you can let your imagination run wild.'
- Pupils gain secure skills in spelling, punctuation and grammar and in structuring sentences to create impact. Many older pupils write with considerable flair. Using short sentences and a rhetorical question effectively, for example, one boy wrote, 'Rapidly I turned. The horrific wail terrorising the vast temple definitely belonged to my ghastly foe. Was this the end?'
- Due to effective teaching, pupils make good headway in mathematics. In Years 1 and 2, they gain confidence in using their basic number skills when solving problems, such as calculating change in the classroom shop. Progress continues apace in later years. During a Year 5 lesson, for example, pupils used their secure knowledge of multiples when learning about ratios. By Year 6, most pupils are adept in using short methods to multiply and divide, and they tackle complex mathematical problems systematically.
- The school's firm commitment to promoting equality of opportunity, fostering good relations and tackling discrimination is seen in its success in supporting different groups.
  - The rate of progress made by pupils entitled to free school meals closely matches that of other pupils. Indeed, some of these pupils are making more rapid progress than their classmates, reflecting the effective support provided for them. In 2011 and 2012 the attainment of pupils in Year 6 supported through pupil premium funding matched that of the other pupils.
  - Due to effective support, both within lessons and during small-group sessions, disabled pupils and those who have special educational needs make good progress.
  - The most able pupils in Year 6 build well on their starting points and typically reach above average levels of attainment. The school has recently started setting them work which challenges them even further in order to ensure they achieve their full potential. However, high-level work, typical of that included in the early years of secondary school, is not yet routinely included in curriculum planning for English and mathematics.

### The quality of teaching is good

- In Reception, the teacher and support staff work successfully together to make learning fun both indoors and outdoors. For example, children's strong interest in dinosaurs was used highly effectively, during transition work with Year 1, to promote their social, language and mathematical skills as they worked together in groups to 'build a stegosaurus'. They thoroughly enjoyed using a wide range of planks, blocks of wood, branches and twigs to create a huge model on the field. Throughout this task, the adults supported their learning very effectively through engaging children in conversation, asking questions, and prompting further refinements.
- Across the school, teachers use questions skilfully to draw on what they already know and move their learning forward. For example, after the teacher had elicited their comments, pupils in Year 6 showed a deeper understanding of common factors and could self-correct their work.

- Before pupils start on their own work, teachers ensure they have a clear idea about what they are to do and, importantly, the specific things they are meant to be learning. Pupils in Year 3, for example, were able to get started straight away on creating complex sentences because they had been involved in establishing the success criteria. Examples of high-quality work provided inspiration. Although all classrooms abound with prompts for learning, such as lists of vocabulary, examples of 'what good work looks like' are not routinely displayed in this way, which somewhat limits pupils' understanding of what to aim for.
- In most lessons, teachers routinely circulate effectively as pupils work on their own or in groups. They note how pupils are getting on and provide more support or set more challenging tasks as appropriate. Occasionally, teachers are a little slow to step in with specific guidance, which means some pupils struggle to complete their work and others sail through it. This limits the rate of progress in a few lessons.
- Teaching assistants make a strong contribution to pupils' learning and progress. Teachers ensure they spend as much time as possible directly supporting pupils. For example, teaching assistants will typically take a small group separately during lesson introductions to avoid the more able pupils marking time as the teacher goes over familiar ground or, conversely, to ensure less confident pupils are introduced to new work at an appropriate level.

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

- Pupils thoroughly enjoy school and attend regularly. They warmly welcome visitors and show a high degree of courtesy and consideration for adults and one another. They play well together and delight in exploring the extensive grounds. They use the outdoor resources sensibly, including the various play structures, adventure apparatus and the 'hidey holes' created purposefully in the bushes.
- Pupils have positive attitudes to learning. Pupils in Year 5, for example, enthusiastically set about finding natural materials in the school grounds in order to build model boats that floated. They worked extremely well in groups and were justifiably proud when testing their craft and finding they had been successful.
- Minor disruptions to lessons are rare but pupils occasionally lose concentration, for example, if lesson introductions are too long.
- Pupils are aware of different types of bullying. They told the inspectors that any kind of bullying in school is highly unusual and are confident that if any incidents occur they will be dealt with appropriately by adults.
- Pupils feel safe and parents and carers are entirely confident their children are well cared for. Pupils are aware of the potential risks to their well-being and how to avoid them. During the inspection, older pupils were having lessons on pedestrian road safety led by a team of teaching assistants and volunteer parents and carers. Pupils are well versed in how to use the internet safely and they know what to do should they come across unsuitable material.

**The leadership and management are good**

- The senior leadership team has the full support of the staff in the continuous drive to ensure all pupils do as well as they can and plays a pivotal role in moving the school forward.
- A systematic approach to observing teaching and regular analysis of detailed information on pupils' progress enable senior leaders to gain an accurate and detailed understanding of strengths and areas for improvement.
- Through observing lessons, tracking pupils' progress and looking at their work, senior leaders provide colleagues with clear guidance and, where required, effective support. In addition, staff observe one another to find out what works well and suggest ideas for improvement.
- Following changes in personnel, senior leaders have been strongly supported by the local authority. This has helped to ensure continuity of management and the drive for improvement. The school is well placed to move further forward with light touch support from outside.
- A sharply focused improvement plan ensures that any weaknesses are tackled quickly and effectively, one result of which is the recent acceleration of progress in writing at both key stages. This demonstrates a strong capacity to continue raising standards.
- The curriculum is enriched through numerous visits and visitors, and a wide range of clubs. The outdoor environment contributes significantly to pupils' learning and their appreciation of the natural world. A strong emphasis on moral values and worldwide issues makes a significant contribution to pupils' spiritual, moral, social and cultural development.

**The governance of the school:**

- Members of the governing body have a good understanding of how assessment information is used to identify strengths and relative weaknesses in pupils' performance. This enables them to ask insightful questions and means they are well placed to contribute to improvement planning and strategic development. They closely monitor the use of the pupil premium. They seek assurances that the funds spent on, for example, providing additional staff and subsidising educational visits contribute to positive outcomes. Governors maintain a clear oversight of how teachers' performance is managed and ensure that staff whose teaching is consistently effective are suitably rewarded. Safeguarding arrangements fully meet statutory requirements.

## 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>	109113
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	412924

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>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graeme Woodward
<b>Headteacher</b>	Heather Small
<b>Date of previous school inspection</b>	24–25 February 2010
<b>Telephone number</b>	01454 866740
<b>Fax number</b>	01454 866742
<b>Email address</b>	<a href="mailto:wellesleyprimary.school@southglos.gov.uk">wellesleyprimary.school@southglos.gov.uk</a>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

