

Wellington Primary School

Dudley Hill Road, Bradford, West Yorkshire, BD2 3DE

Inspection dates 5–6 December 2013

Overall effectiveness	Previous inspection:	Good	2
	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 achieve well. From often low starting points pupils make good progress and leave at the end of Year 6 with attainment broadly in line with national standards.
- Disabled pupils and those with special educational needs make good progress from their individual starting points.
- The majority of teaching is good with some being outstanding.
- Pupils are well mannered, polite and very welcoming. They are happy in school and feel safe.
- The headteacher and school leaders share a high level of expectation for all. They have taken well planned action to improve achievement in mathematics and in the teaching of writing.
- The headteacher has effectively maintained the quality of teaching and learning whilst managing considerable staff changes.
- Governance is strong. Governors know the school well and are keen to be involved.

It is not yet an outstanding school because

- Not all learning activities closely match and challenge the abilities of all pupils.
- The number of outstanding lessons is not yet high enough.
- The attainment of boys in Key Stage 1 does not yet match that of girls in reading and writing.
- Pupils do not always have the opportunity to reflect on their marked work and improve it further.

Information about this inspection

- Inspectors observed 24 lessons, including one joint observation with the headteacher. In addition, the inspectors observed a number of teaching assistants working with pupils in lessons. Inspectors observed pupils' behaviour at lunch time and listened to a sample of Year 1 and Year 2 pupils read.
- Discussions were held with a group of pupils from Key Stage 2, members of the governing body, a representative of the local authority, the headteacher, other school leaders, members of staff and a number of parents.
- Inspectors took account of 28 staff questionnaires, 107 responses to the most recent survey of parents conducted by the school and 14 responses to the online questionnaire (Parent View).
- Inspectors observed the school's work and looked at a number of documents. These included the school development plan and self-evaluation. Inspectors reviewed the standards pupils achieved over time and those predicted for this year, as well as documents relating to safeguarding, behaviour and attendance.
- Inspectors scrutinised pupils' workbooks, examined external moderators' reports of assessment, documents relating to how well the performance of teachers is managed, special educational needs and the minutes of the meetings of the governing body.

Inspection team

Fiona Dixon, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Tracy Fulthorpe	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils who are known to be eligible for support from the pupil premium is slightly above average. The pupil premium is additional funding allocated to the school for pupils known to be eligible for free school meals; those looked after by the local authority or the children of service families.
- The proportion of pupils supported by school action is above average, the number supported at school action plus or with a statement of special educational needs is slightly below average.
- The school has an above-average number of pupils who come from a range of minority ethnic groups yet pupils for whom English is not their first language is average.
- The school has seen changes in staffing owing to a number of maternity leaves.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to raise achievement by:
 - further developing the skills of boys in reading and writing in Key Stage 1
 - more closely matching learning activities to the abilities of all groups of pupils, especially the more able
 - allowing pupils to consistently reflect on the marking and comments on their work so they can independently move their learning forward.

Inspection judgements

The achievement of pupils is good

- Children start school with knowledge and skills that are below those typically expected for their age. Children in the Early Years Foundation Stage have a wide range of opportunities for planned, purposeful play and this is enhanced through engaging adult-led activities. In 2013, just over half the children entered Key Stage 1 with a good level of development, this represented good progress from their starting points on entry to school. Despite this good progress as they leave Reception over half the boys are below what is typical for their age in literacy and numeracy skills.
- Overall, in Key Stages 1 and 2 pupils make the progress, or better than the progress, expected of them in reading and mathematics. In writing nearly all pupils make the progress expected of them but not enough make better progress than this.
- Year 1 pupils make good progress in their ability to link letters and the sounds they make. All groups of pupils achieved higher than the expected levels in the national phonics (the link between letters and the sounds they make) screening check in 2013.
- At the end of Key Stage 1 boys remain, on average, a term behind girls in reading and two terms behind in writing. This is a key reason why attainment by the end of Year 2 remains below average overall. The school has recognised this and improvements such as including pupil interests, as in the Year 1 topic on Space, have been developed to engage boys in their learning. Inspection evidence indicates that their rate of progress is increasing and the gap in attainment between boys and girls is narrowing.
- Attainment by the end of Key Stage 2 is broadly average. In the 2013 national assessments, attainment at the end of Year 6 improved further in reading and mathematics with half of all pupils attaining the National Curriculum level above that expected for their age in mathematics and in English grammar, punctuation and spelling. Nearly half also did so in reading. The school is actively working to increase the attainment in writing to the same level.
- Overall the most-able pupils make the same good progress as their peers, with a greater proportion than nationally making better than expected progress in national assessments in English grammar, punctuation and spelling and mathematics. Inspection evidence indicates that this is not always the case in all lessons.
- Gaps between how well pupils known to be eligible for free school meals are doing and other pupils within the school are closing. They leave school with achievement equivalent to one year behind those of other pupils within the school and half a term behind similar pupils across the country.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points in reading, writing and mathematics.
- Pupils from a range of minority ethnic backgrounds make good progress and achieve well by the end of Key Stage 2.

The quality of teaching is good

- Teaching is good across the school and there are examples of outstanding practice in each key stage.
- Teaching and learning is good across the Early Years Foundation Stage. Teaching is well planned around topics that excite and motivate children. Children learn through play and this was seen in Nursery when children enjoying water play had their vocabulary and ability to explore extended when a nursery nurse played alongside them and introduced a funnel and other pieces of equipment.
- In Reception there is a good balance of adult-led and child-initiated activities. In adult-led activities children enjoy actively learning and show good listening and concentration on the

learning activity, as modelled by teaching assistants. Following a mathematics session children were observed independently continuing the theme of the lesson in their use of the interactive white board and mark-making activities.

- When teaching is good or outstanding it fully engages pupils in their learning. In a Year 3 English lesson pupils worked together in groups to produce a highly imaginative description of a room in which chocolate was constantly made. Pupils effectively used talking to help their learning and were eager to get on with their work. The teacher's questioning drew out pupils' knowledge and extended their understanding.
- Teachers generally make good use of information about how well pupils have learned to help them plan future lesson. In some lessons however the work set for some pupils is too hard; for others it is too easy. In an English lesson all pupils were given the same work. Those who found it hard were supported by a teaching assistant but those who found it easy finished quickly.
- Literacy and numeracy are taught well across the curriculum. In physical education, Year 1 pupils were introduced to the vocabulary of gymnastics, such as pike and straddle, and enjoyed creating these shapes with their body. In Year 3 science, pupils used prediction and counting skills when investigating the best spring to use in a trampoline.
- Teaching assistants have good relationships with pupils and teachers carefully plan so that they get the best out of the pupils they are working with, as seen in a Year 6 mathematics lesson when the teaching assistant encouraged reluctant pupils to express their learning using the mathematical language of probability.
- Teachers' comments about pupils' work sometimes helps them to improve it but this is not always the case as pupils are not always given the opportunity to reflect on the comments and improve their work further.
- Literacy and numeracy support sessions are well led by teachers and teaching assistants. These sessions are improving the progress of pupils including disabled pupils and those with special educational needs and those who are supported by the pupil premium.

The behaviour and safety of pupils is good

- The school succeeds in encouraging pupils to behave well and have very positive attitudes towards their learning.
- Pupils are very polite and welcoming to visitors. They display good manners towards each other and to all adults. Lunchtime support staff commented on their courteous behaviour in the dining room.
- The school behaviour policy, with an emphasis on rewarding appropriate behaviour, is consistently applied across the school and the reward system is valued by the pupils.
- Attendance and punctuality are good.
- Pupils feel safe and value one another. The positive ethos of the school celebrates the differences, talents and strengths of all pupils and this leads to a happy, welcoming environment. Pupils are proud to be members of the Wellington Primary School community.
- Pupils are aware of all forms of bullying and say that bullying is rare. They say they know what to do if there is a problem and are confident that it will be dealt with quickly.
- Pupils enjoy taking responsibility and putting forward their views to the school council.
- Pupils agree that behaviour in lessons is good, especially in exciting lessons where pupils are keen to get on with their work. In some lessons a small minority of pupils sit back and let others answer questions though teachers are overcoming this reluctance by developing questioning techniques that involve all members of the class.
- Pupils behave well when moving around the school and when in the playground. The organisation of play times ensures that all pupils have the opportunity to enjoy the outdoor equipment and are safe.

The leadership and management is good

- The headteacher has a very clear vision of how successful the school can be and, along with school leaders, shows great determination in driving forward well-planned improvements.
- The school has an accurate view of its performance. Senior leaders have put into place actions aimed at further improving reading, mathematics and writing and have ensured that learning has continued effectively during times of staffing changes.
- Teachers' performance is managed effectively. Procedures to check the quality of teaching have a clear focus on pupils' learning and give teachers clear steps for improvement. Training is provided for teachers to help them to continue improving their skills to ensure pupils are well taught.
- The school actively encourages teachers to develop their skills in leadership and take on new positions of responsibility. Many middle leaders are relatively inexperienced and therefore still developing their role in improving the quality of teaching and learning in their areas of responsibility. This is one of the reasons why the school has not yet been successful in raising teaching and achievement to outstanding levels.
- The curriculum provides pupils with a wide range of interesting topics that often reflect their interests and meets their different needs. Visits and visitors are regularly used to develop their love of learning. Spiritual, moral, social and cultural aspects of learning are well planned and help pupils develop the skills needed to live in a diverse society.
- School leaders recently introduced the best practice of Early Years Foundation Stage into Key Stage 1 teaching. This is giving pupils good opportunities to learn as they develop their reading, writing and mathematical skills in small groups and, as a result, pupils are making good progress.
- Safeguarding meets all requirements and children are safe in school.
- A specialist physical education teacher has been employed through the primary school sport funding to develop the quality of teaching and coaching in the school. A wider range of sports is being offered during physical education lessons and all staff receive training to extend their teaching skills. Pupils now enjoy more opportunities to take part in extra-curricular sporting events, inter-house sports challenges and in tournaments against local schools. This increased participation is having a positive impact on pupils' health and well-being.
- The school benefits from being part of Bradford East 1 Learning Achievement Partnership. Local schools share good practice and expertise, play against each other in sporting events and actively work together to support pupils' development as good members of their local community.
- The school ensures equality of opportunity. The provision of a wide range of extra-curricular activities and trips broadens the experiences of all pupils. All teachers regularly check pupils' progress and additional support is given to individual pupils to ensure no pupil falls behind.
- Parents are happy that the school meets the needs of all its pupils.
- **The governance of the school:**
 - The governors are knowledgeable about the school, including the quality of its teaching. Governors regularly visit the school, observe the school at work and know what it is doing well and where improvement is required. They understand national data and challenge the school about pertinent issues such as attendance. The governors, including some who are new to the role, benefit from an annual planning day where the priorities for the year are both agreed and planned for. Governors are fully aware of the impact of pupil premium funding and are actively involved in planning additional expenditure to ensure both a high-quality impact and legacy for the physical education funding. Governance ensures that the school fully meets statutory requirements, including those for safeguarding, and finance resources are well managed. They fulfil their responsibility in ensuring that the performance management of the headteacher and other teachers is both undertaken and linked to salary awards.

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	107230
Local authority	Bradford
Inspection number	427310

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	498
Appropriate authority	The governing body
Chair	Scott Mullett
Headteacher	Joy Wood
Date of previous school inspection	24 January 2011
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