

# Wellfield Junior School

Dumber Lane, Sale, Cheshire M33 5QX

**Inspection dates** 22-23 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders and governors have worked well together to raise pupils' achievement and improve the quality of teaching and leadership and management since the previous inspection.
- The interim headteacher has played a central role in this improvement. He leads by example and has high aspirations for all staff and pupils.
- Pupils make good progress throughout the school. As a result, by the end of Year 6 they attain standards in reading, writing and mathematics that are above average. This represents good achievement.
- Pupils in the specialist class make the same good progress as other pupils.
- The proportion of pupils making better than expected progress in writing is high.
- Teaching is usually good with examples of outstanding practice. Teachers have high expectations of what pupils can achieve.
- Staff show high levels of respect for pupils and others.
- The behaviour of pupils is outstanding and makes a very positive contribution to the progress they make.
- There is a thorough understanding among pupils of how to keep themselves and others safe. They say, 'We feel safe in school at all times because adults look after us so well.'
- All pupils are offered a wide range of exciting learning opportunities.
- There are effective procedures for checking how well the school is doing and for identifying areas for further development.
- The care and welfare of pupils are at the heart of the school's work. This is much appreciated by parents, who said 'Children want to come to school and are very well looked after.'
- Leaders and governors have good ability to make further improvements.

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

- The proportion of pupils making better than expected progress in reading and mathematics is not high enough.
- Not enough teaching is outstanding.

## Information about this inspection

- The inspectors observed 14 lessons or parts of lessons taught by nine teachers. Four of these were joint observations with the interim headteacher and two with the deputy headteacher.
- Discussions were held with the Chair of the Governing Body, other governors, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- Account was taken of the 78 responses to the on-line questionnaire (Parent View) in carrying out the inspection.

## Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- Wellfield is an average-sized junior school.
- There are an average proportion of pupils supported by the pupil premium. The pupil premium provides additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- There is a specialist class for pupils who have different types of autism. There are currently eight pupils in this class.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which set minimum expectations for attainment and progress in English and mathematics.
- The interim headteacher was appointed immediately after the previous inspection.
- The school has gained a number of national awards, including the Primary Quality Mark, Silver Geography Quality Mark and Artsmark Silver.

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

- Increase the proportion of outstanding teaching by systematically sharing the outstanding practice seen in school with all staff.
- Increase the number of pupils making better than expected progress in reading and mathematics by:
  - making sure pupils, especially the more able, are always given work which stretches them to achieve their full potential,
  - ensuring that small group reading sessions led by adults are always tightly focused on developing specific reading skills
  - providing sufficient opportunities for pupils to practise and improve their mathematical skills in different subjects.

## Inspection judgements

### The achievement of pupils

is good

- Pupils start school with skill levels which are above average. From their different starting points the proportion of pupils making expected progress in reading, writing and mathematics is above the national figure. The proportion exceeding expected progress is close to the national figure in reading and mathematics and is high in writing. By the end of Year 6, pupils' attainment is significantly higher than the national average at age-related expectations and at the higher level of attainment. This represents good achievement.
- Pupils read confidently, fluently and with expression. They read widely in school, at home and talk with enthusiasm about their favourite authors, including Michael Morpurgo and Roald Dahl. Occasionally, the small group reading sessions led by adults lack sufficient focus on further developing specific reading skills and this slows the progress that pupils make.
- Pupils' writing is imaginative across a range of styles, including poetry, effectively capturing and maintaining the reader's interest. This is exemplified in the evocative poems of pupils in Year 6 in Remembrance of those who gave their lives in the two World Wars. A significant factor in the strong progress pupils make is the many opportunities to extend their skills by writing at length in different subjects, for example, when writing about the life of children in Victorian times as part of their work in history.
- In mathematics, pupils' calculation skills, including quick mental recall, are well developed and they can use them successfully to solve problems in real-life situations. This was evident in a lesson for pupils in Year 3 in which they were calculating time intervals using a variety of timetables. There are limited opportunities for pupils to practise and improve their numeracy skills in different subjects.
- Disabled pupils and those who have special educational needs make good progress because of the well-targeted extra guidance they are given.
- Pupils in the specialist class make the same good progress as other pupils because their specific needs are met well. Pupils are encouraged to share ideas and explain their findings, with any misconceptions being quickly corrected.
- The most able pupils make good progress because the work they are given usually stretches them to achieve to their full capability. Occasionally, there are missed opportunities to extend their learning further and this sometimes limits the progress made.
- The use of funding for pupils eligible for the pupil premium has successfully narrowed the gap between pupils known to be eligible for free school meals and other pupils in school. Consequently, their attainment in English and mathematics is less than a term behind that of other groups not supported by the pupil premium. This demonstrates the school's commitment to equality of opportunity.

### The quality of teaching

is good

- Teachers ensure that lessons start promptly in order to maximise the amount of time for learning. They explain ideas clearly and confidently and make sure that pupils know what they need to do to achieve success in lessons.
- Since the previous inspection, teachers have improved lesson planning to ensure that the activities provided build effectively on pupils' previous learning. This means that pupils can use what they know and understand to support their current learning. The quality of marking has been improved so that pupils are given clear guidance on the precise next steps to take to improve their work
- Teachers expect the best from their pupils who respond positively by getting on well with their work. Questioning is used effectively to find out what pupils know and to extend their knowledge and understanding. This was evident in a mathematics lesson for pupils in Year 6 in which they

made outstanding progress in their understanding of the difference between ratio and proportion and how to apply this to different contexts.

- Teachers usually provide work that effectively challenges pupils of different ability. However, there are times when activities do not allow pupils, especially the more able, to tackle the sort of challenging problems that would stretch their learning further.
- Teaching assistants are deployed well to support the learning of all pupils. They are particularly effective in promoting the learning of disabled pupils, those who have special educational needs and pupils supported by the pupil premium.
- Pupils in the specialist class are taught well. They are given tasks that are practical, interesting and matched well to their specific needs. For example, in a literacy lesson when exploring questions about a non-fictional text.
- Pupils' spiritual and moral development is promoted well. They are encouraged to be curious about the world around them. Pupils' social and cultural development is fostered well and they have the opportunity to work together to complete tasks and to learn about cultures different from their own.

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

- The behaviour of pupils, including those in the specialist class, is outstanding. Behaviour in and around school is exemplary and pupils encourage others to conduct themselves well. Pupils are extremely considerate and very supportive of each other in lessons. Pupils' consistently thoughtful behaviour is a key factor in their successful learning and creates a very welcoming and friendly atmosphere throughout the school. They say, 'Our school is a nice and peaceful place that we really like coming to.'
- Parents, staff and pupils are extremely positive about behaviour, saying it is much improved since the previous inspection. Pupils have an excellent understanding of the different kinds of bullying, such as name-calling and cyber-bullying. They say bullying does not take place in school and are very confident that staff would deal with it if it did.
- Pupils take a great deal of pride in their school and keep classrooms and other areas very tidy. They conduct themselves extremely well in the dining hall at lunchtime and, as a result, it is a particularly friendly and happy time of the school day.
- The school's work to keep pupils safe and secure is outstanding. They are very effectively taught how to identify the potential dangers associated with roads, railways, water and the use of the internet. Regular visits from the emergency services make a very positive contribution to pupils' understanding of how to keep safe. Pupils are very clear about what to do if approached by a stranger.
- Pupils say they feel very safe in school, saying that, 'Adults look after us really well and make sure that no strangers can get into school.'
- Pupils' enjoyment of school is shown in their improved attendance since the previous inspection and it is now above average.
- Pupils consistently show a love of learning. They show a great deal of interest and enthusiasm in all they do, commenting, 'Our teachers are fabulous and make learning fun and lessons exciting.'
- There are lots of opportunities for pupils to take on responsibility. These include being a buddy for younger pupils or a playground leader. In so doing, they enhance the life of the school.

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

- The interim headteacher has a clear view of how successful the school can be and inspires staff to do their best in enabling pupils to achieve as well as they can.
- Leaders at all levels are having a greater impact in promoting school improvement. For example, middle leaders are now more involved in checking and evaluating the quality of teaching and learning across the school. As a result, pupils' achievement is improving in all subjects.

- The management of staff performance and training of teachers and other adults successfully meet whole-school and individual staff needs. There is a clear link between the performance of teachers and their salary progression.
- Lesson observations are carried out robustly and outstanding practice has been identified. This practice has not yet been systematically shared with other staff in order to further develop their expertise.
- The promotion of equality of opportunity and tackling of discrimination is good and means there is no significant difference in the achievement of different groups.
- Leadership of arrangements for pupils in the specialist class is good and makes sure their individual needs are met.
- The local authority provides effective support for the school.
- The school has used the new primary sport funding wisely to improve the quality and breadth of physical education and sport provision. The range of after-school sports clubs has been extended and the participation of pupils in sporting activities has been greatly increased.
- Staff and governors place a strong emphasis on ensuring pupils' care and welfare and this is much appreciated by parents who commented, 'Children are very happy and kept safe in school.'
- The way that subjects are planned ensures that pupils are able to successfully build upon their skills as they pass through the school. Pupils' experiences are enhanced by a variety of visits, such as to Bramall Hall as part of their historical studies of Tudor England. Pupils' spiritual, moral, social and cultural development is promoted well.
- **The governance of the school:**
  - The governing body has a comprehensive understanding of the school's strengths and weaknesses and is fully involved in driving improvement. It ensures safeguarding requirements are met so that pupils are safe. Governors take part in a wide range of relevant training to maintain their effectiveness. The budget is managed efficiently. Governors hold the school to account for the way the funding for pupils supported by the pupil premium is used to raise their achievement. They have an accurate view of the quality of teaching. Governors know how leaders check how well staff are doing to improve their expertise, reward good teaching and tackle any underperformance.

## 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>	106304
<b>Local authority</b>	Trafford
<b>Inspection number</b>	426032

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>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	229
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian London
<b>Interim headteacher</b>	John Tomlinson
<b>Date of previous school inspection</b>	16 October 2012
<b>Telephone number</b>	0161 912 3685
<b>Fax number</b>	0161 912 3665
<b>Email address</b>	wellfieldjun.admin@trafford.gov.uk



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