

Wellington Community Primary School

Alexandra Campus: Alexandra Road, Aldershot, GU11 1QJ
York Campus: York Road, Aldershot, GU11 3JG

Inspection dates 5–6 February 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	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.

- In the short time the school has been operating, the headteacher has ensured that teaching is consistently good.
- Pupils' progress accelerates as they get older so that by the end of Year 6 most pupils have made good progress because of the excellent teaching and their highly positive attitudes.
- Good teaching of phonics (letters and the sounds they make) means that pupils develop great confidence as readers. New resources provide pupils with plenty of books to enjoy on a range of topics.
- There is a strong emphasis on handwriting and providing pupils with plenty of opportunities for writing longer pieces.
- Pupils behave well and are keen to learn, giving each other good support and encouragement. They are kind to one another and happily celebrate the many different cultures in the school.
- Pupils feel safe because of the care taken by the school and because they know how to keep themselves safe.
- The headteacher provides inspirational leadership and successfully communicates his high expectations to the senior leadership team and the rest of the school. The school has an accurate grasp of its strengths and weaknesses.
- Governors support the school well and challenge it effectively on teaching and pupils' achievement.

It is not yet an outstanding school because

- Pupils' progress in mathematics is not always as rapid as it is in reading and writing.
- Teachers do not give the youngest pupils enough opportunity to learn outside the classrooms.
- Teachers sometimes do not question pupils deeply enough to find out how well they have understood; some pupils are unsure of what they are meant to be learning because teachers' explanations are not clear enough.

Information about this inspection

- This inspection was undertaken by three inspectors. They observed 20 lessons taught by 12 teachers. About two thirds of these observations were with senior leaders.
- Inspectors held meetings with senior leaders, with teachers who lead aspects of the school, with pupils and with members of the governing body. The inspection team reviewed a wide range of school documents. These included the minutes of meetings, teachers’ records about the progress of pupils, records of the monitoring and evaluation of teaching, and the school’s plans to bring about improvements.
- The inspectors spoke to pupils informally during their breaks, and to parents at the start and end of the school day. The 38 responses to the online survey, Parent View, were also considered. There were 19 responses to a survey for staff working at the school, which contributed to the inspection evidence.
- During the first day of the inspection, Year 5 pupils were on a trip to the Look Out Discovery Centre in Bracknell.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Una Stevens

Additional Inspector

Louise Eaton

Additional Inspector

Full report

Information about this school

- This is a primary school of average size with an increasing roll.
- When it opened in January 2013 the school amalgamated a former infant school and junior school.
- The majority of pupils are White British. There is a higher-than-average proportion of pupils from a range of different ethnic backgrounds. The proportion of pupils who speak English as an additional language is above average. Some of these pupils join the school speaking little or no English.
- The proportion of disabled pupils and those with special educational needs is average, although it is above average in some year groups; the proportion of those supported at school action is slightly above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly below average.
- The proportion of pupils eligible for the pupil premium is above average. This funding is provided to support the achievement of pupils known to be eligible for free school meals, children looked after by the local authority and children from families serving in the armed forces.
- More pupils than usual join or leave the school at times other than those usually expected.
- The headteacher was the acting headteacher of the predecessor junior school, and was appointed as the substantive headteacher of the new school when it opened.
- There were no published data for Year 6 in 2013, so it is not possible to comment on the floor standards, the minimum expectations for attainment and progress set by the government.

What does the school need to do to improve further?

- Make learning and teaching equally effective across the school by ensuring that teachers:
 - regularly question pupils to find out how much they have understood and to help them think more deeply about what they are learning
 - explain clearly to pupils what they are meant to be learning
 - give the youngest pupils better opportunities to learn outside the classrooms.
- Increase the rate and consistency of pupils' progress in mathematics, so that it matches that in reading and writing, by:
 - making sure all teachers check frequently on the progress pupils are making
 - developing more specific support for those few pupils who find learning mathematics particularly difficult.

Inspection judgements

The achievement of pupils is good

- The school's data show that pupils make good progress and that they reached standards which were broadly average in 2013. Evidence gathered by inspectors in lessons and by scrutinising pupils' work supports the judgement that pupils are making good progress.
- When they join the school in Reception, children have levels of skill and knowledge which are below those expected for their age. Their subsequent good progress accelerates in Years 5 and 6. The pupils currently in Year 6 are already well placed to improve on last year's standards. Their progress this year has been rapid, particularly in reading and writing.
- Pupils' progress in reading is particularly rapid because of the sharp focus on phonics, the high quality of the resources available, and the positive attitudes that pupils have developed. Pupils also take great pride in their handwriting and have good opportunities to write longer pieces, often for very practical purposes and to a high standard. For example, Year 6 pupils wrote passionately about the need to protect the environment, particularly the rainforest, and have the chance to enter a writing competition. The most-able pupils are given suitably challenging writing opportunities, and are supported and encouraged to read complex texts.
- While pupils' progress in mathematics is usually good, it is not always as rapid as their progress in reading and writing. Some pupils find mathematics more challenging and they do not always get the additional support they need quickly enough. The most-able pupils are given additional challenges in mathematics, and this means that they are helped to reach the very highest standards, often well beyond those expected for their age.
- Disabled pupils and those with special educational needs make good progress because they are well supported. Occasionally, when the progress of a few of these pupils falters in reading and writing, this is identified quickly and effective remedial strategies are put in place to make sure they make up ground and develop the skills and determination they need to be able to continue learning. The support they receive in mathematics is not always as detailed or effective.
- Pupils from all different ethnic backgrounds make similarly good progress. Pupils who join the school with little or no knowledge of English are very well supported because of the excellent partnerships the school has developed. Helped by the sensitive support and encouragement of other pupils, these pupils very rapidly get to grips with English and, as their understanding grows, their progress in other areas also accelerates.
- Pupils who are eligible for support through the pupil premium funding make excellent progress and reach standards which are in line with other pupils in the school.

The quality of teaching is good

- Most teaching is good and some is outstanding, particular of older pupils. Pupils said that things have improved dramatically since the creation of Wellington Primary, and that learning is much more challenging and fun. They said that the teachers and other adults give them work to do which is just hard enough, and that the topics they study help to make it interesting. Teachers have agreed clear strategies to provide good learning for pupils and they work hard to make sure these strategies are used consistently across all year groups.
- Adopted strategies include explaining to pupils the purpose of each lesson and how they will know if they have been successful. This helps pupils know what they should be able to do at the end of the lesson and teachers make sure that pupils have the time to evaluate how well they have done. However, occasionally teachers' explanations are not as clear as they could be so that some pupils are confused about what is expected of them.
- Teachers mark pupils' work well, so that pupils know exactly what they need to do to improve, and have the chance to make improvements. Similarly, teachers make sure that all pupils have targets which reflect what they already know and show them what they need to do next. Pupils

are accustomed to thinking hard about how they have met their targets, and they help to decide when they are ready to move up to the next level of work. However, in lessons teachers do not always question pupils to check that they have understood and to help them think more deeply about what they are learning.

- Teachers do not check frequently enough on the progress pupils are making in mathematics, which means that they cannot quickly identify those pupils falling behind and provide suitable support.
- The confidence of teachers in teaching physical education has improved because of the training they have had and this has had a beneficial effect on pupils' healthy lifestyles and physical well-being. Together with the additional equipment that has been bought, this has helped the school to participate regularly and successfully in competitive sports, for example in cricket, and has increased the range of clubs available after school.
- In Reception, teachers make sure that there is a good range of activities available to engage children, and children are enthusiastic about learning to read, write, deal with numbers and talk about their learning. The school has worked hard to improve the access to the outdoor area so that children can learn wherever they are. However, the quality of the activities outdoors and the way in which teachers and adults probe children's learning there are not always as good as when the children are learning in the classrooms.

The behaviour and safety of pupils are good

- Pupils have good attitudes towards their learning and they are keen to make the improvements the adults request. Older pupils, in particular, work extremely hard to get the most out of each lesson. Pupils are also adept at giving each other helpful feedback about their work, and provide high quality comments which show the insight they have about how to improve.
- The start of the day, when pupils come into their classes and start their own tasks, has dramatically improved pupils' confidence and attitudes towards their work. Pupils showed that they were keen to make the most of this time.
- The behaviour of pupils is good. Very occasionally, a few pupils can be lively, although they respond appropriately when an adult reminds them about what the school expects of their behaviour. The focus on the values of the school, rather than a list of rules, is well understood by the pupils. The few pupils for whom good behaviour is difficult are very well supported so that they learn to participate more positively in lessons.
- Pupils from all cultural backgrounds get along very happily; they reflect the respect that teachers and adults show to each other and to pupils, and the school's effectiveness in tackling discrimination is excellent.
- The school's work to keep pupils safe is good. Pupils feel that they are well cared for and that the school keeps them safe. Pupils also know how to keep themselves safe, for example as pedestrians or when cycling, and around water. They enjoy using the new technology resources in the school and understand the need to stay safe when using the internet. Parents agreed that their children were kept safe and enjoyed coming to school. Attendance is above average.
- Pupils said that bullying is very rare, and, if it ever happened, they believed it would be sorted out quickly. They know about the different forms bullying can take and what they can do to help make sure it does not happen in their school.

The leadership and management are good

- The leadership of the headteacher has been inspirational in setting high expectations of all staff and pupils and bringing about rapid improvements. He has developed a strong leadership team, brought in innovative approaches to improve learning, and ensured that all members of staff clearly understand what is required of them. He has made sure that the school looks very

carefully at all aspects of its work and that comparisons are made with the performance of pupils nationally. As a result, the school has an accurate grasp of its strengths and weaknesses.

- There has been a great improvement in the resources available in terms of books, technology, and equipment to support practical lessons in science and mathematics. Governors and senior leaders have kept a close eye on how the finances of the school are spent, to make sure that investment represents the best value for money while improving the learning of pupils and ensuring all have an equal opportunity to succeed. A particularly effective example is the technology used by pupils to listen to the ideas they have typed out, which greatly supports those who are in the early stages of learning English or who find writing particularly difficult.
- Pupils' spiritual, moral, social and cultural development is well provided for. They are given good opportunities to develop their views about moral dilemmas, to understand how modern, democratic Britain functions, and how they can contribute positively to society. For example, they are able to present radio broadcasts to help them express their ideas. In addition, there are many exciting opportunities for learning beyond the classroom.
- As the requirements of the curriculum change, the school is well placed to make the most of new opportunities. All teachers are expected to lead some aspect of the school, and increasingly they exchange ideas and observe each other teaching to help develop their practice. Together they choose exciting topics around which to plan the lessons, so that the pupils can develop the skills and knowledge they need.
- The school is aware that some weaknesses in teaching remain. Where teaching does not meet the school's high expectations, support is provided. Senior leaders follow this up to check that the improvements have been put in place.
- Senior leaders and governors gather evidence about the quality of teaching and learning, and they use this to inform decisions about any pay increases so that the best teaching is rewarded appropriately. Together with governors, they keep a close check on the additional funding provided in the form of the pupil premium and to develop the provision of physical education, so that this money makes a significant difference to those for whom it is intended.
- During the early stages of opening the new school the local authority provided a moderate level of support for leaders and governors. However, as the school has developed, the local authority has been able to reduce this support. The school now works with other schools in the area to identify best practice and develop the curriculum.
- **The governance of the school:**
 - Governors have a good grasp of the performance of the school. They check the information they are given by the headteacher by reviewing data and the quality of teaching for themselves and by finding out what members of the local community think about the school. Members of the governing body have worked closely with the headteacher to identify key issues, develop plans to tackle them, and make sure that the necessary changes happen quickly. Governors are well trained to keep up to date with new developments within education. They support and challenge the school effectively.
 - Together with senior leaders, governors make sure that all the statutory requirements are met, and that all policies and procedures are in place to make sure that pupils are kept safe. They also make sure that all adults working in the school have undergone the appropriate checks, and that all staff understand their safeguarding responsibilities.

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	138139
Local authority	Hampshire
Inspection number	432050

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Neil Bridger
Headteacher	David England
Date of previous school inspection	Not previously inspected
Telephone number	01252 326573
Fax number	01252 323771
Email address	adminoffice@wellington.hants.sch.uk

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

