

Wells Primary School

Barclay Oval, IG8 0PP

Inspection dates

11–12 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Under the inspirational leadership of the headteacher, ably supported by her staff and governors, there is a relentless strive to provide the very best for every child at the school. As a result pupils achieve exceptionally well.
- From the time they enter the school, all pupils make rapid progress in reading, writing and mathematics so that by the time they leave in Year 6, they reach standards that are well above average.
- Teaching is consistently good, with much that is outstanding. Teachers check pupils' work regularly and make effective use of the information gathered to plan challenging activities that stretch all pupils in their learning.
- Skilled teaching assistants and other support staff work in partnership with teachers and make a significant contribution to pupils' outstanding progress. This includes disabled pupils, those who have special educational needs and the most able.
- An effective team approach and the sharing of skills by teachers have developed interesting and creative approaches that capture pupils' enthusiasm.
- Provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils learn to work alongside each other and make strong friendships from an early age.
- Children in the Nursery and Reception classes play and learn well together in a calm and welcoming environment. By the time they enter Year 1 their development is often higher than that typical for children of the same age.
- Behaviour in lessons and around the school is exemplary. Pupils know how to stay safe, are keen to learn and attendance is above average.
- The school is a very harmonious community built on mutual respect between adults and children.
- Parents and carers have a very positive view of the school's work and actively support it in its efforts to continue to raise standards. They would recommend the school to others.
- The governors care deeply about their community. They rigorously support the headteacher and hold all leaders to account for their decisions.

Information about this inspection

- Inspectors visited 26 lessons, 11 of which were observed jointly with senior leaders. All teachers present during the inspection were observed, as well as teaching assistants working with groups of pupils or individuals.
- Inspectors made a number of shorter visits to lessons, spoke to pupils during lunchtime and visited play areas at break times.
- Inspectors looked closely at pupils' work in all year groups, listened to pupils read and looked at the quality of displays in the classrooms and around the school. They also looked at information on the school's website.
- Meetings were held with three governors, the headteacher, the deputy headteacher and teachers with other leadership or management responsibilities. A telephone conversation was held with a representative of the local authority.
- Inspectors spoke formally with two groups of pupils and informally with other pupils in lessons and around the school.
- A variety of the school's documents was examined. These included: the school's action plan; the school's information about pupils' progress and the support given to disabled pupils and those who have special educational needs; evidence about the quality of teaching; and records relating to behaviour, safeguarding and attendance.
- As well as looking at the school's own survey and the 104 responses to the online questionnaire, Parent View, inspectors took account of the views expressed by parents and carers as they dropped off their children at the beginning of the day and attended a class assembly. They also analysed 36 questionnaires returned by staff.

Inspection team

Christine Mayle, Lead inspector	Additional Inspector
Avtar Sherri	Additional Inspector
Kate Robertson	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school with a Nursery and two Reception classes. Some pupils are taught in mixed-age classes.
- More than half of the pupils are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported by the pupil premium is well below average. In this school this additional government funding is for those pupils known to be eligible for free school meals and children looked after by the local authority.
- The headteacher was appointed in October 2010.
- The school meets the government's current floor standards, which are the minimum expectation for pupils' attainment and progress.
- The school runs its own breakfast club and after-school club.

What does the school need to do to improve further?

- Improve the quality of pupils' handwriting.

Inspection judgements

The achievement of pupils

is outstanding

- Children enter the Nursery and Reception classes with skills and knowledge that are typical for their age. They settle into routines quickly and are keen to learn.
- Adults provide a calm and stimulating environment in which children are happy to play and make new friends. Teachers plan a range of interesting and well-resourced experiences for both indoor and outdoor learning so that by the time the children enter Year 1 their development is often higher than expected for children of the same age.
- Since the previous inspection the Early Years Foundation Stage has been significantly improved so that it is now a stimulating and engaging area in which children learn and achieve well.
- Throughout their time at the school pupils continue to make rapid progress, so that standards at the end of Year 2 and Year 6 in reading, writing and mathematics are well above average and have been for the last five years.
- Standards in reading are high throughout the school as a result of some excellent teaching of phonics (how the letters in words relate to their sounds). This has led to significant improvements in the skills pupils demonstrate in both their reading and written work.
- Pupils enjoy reading and talk enthusiastically about their favourite books and characters. The school makes books easily accessible to pupils. Excellent reading and writing are promoted by bright, attractive displays in classrooms and around the school.
- As a consequence of the school's drive to continually improve standards, there has been an upward trend in its results in the national check on phonics taken at the end of Year 1. In 2013 they were well above the national average as were the results for pupils in Year 2 who retook the check.
- The most able pupils make exceptional progress, particularly in writing and mathematics, with high proportions reaching one of the highest levels, Level 6. In a Year 6 mathematics top set, pupils applied their knowledge of percentages to simple and compound interest situations to solve real-life problems, for example to compare different credit plans for buying household items.
- The school is very inclusive and works hard to ensure that all pupils achieve equally well. All pupils are encouraged to stretch their learning to the limit and beyond. Disabled pupils, those who have special educational needs, those from different ethnic heritages and those who speak English as an additional language make the same progress as their classmates. Their progress is regularly checked and they are well supported. Last year, a very small number of pupils in Year 6 did not do as well in reading but the school has quickly addressed this.
- The additional funding for primary school sport is being used very effectively to provide training for teachers from a specialist physical education (PE) coach. As a result teachers are more confident in their own skills, and the quality of learning in PE is improving. It is now good or outstanding. Pupils enjoy participating in sport and understand how developing physical skills helps them to lead healthier lives.
- The school uses additional funding very effectively to enhance the learning for those pupils eligible for support. Information on the progress of this small group of pupils shows that there are no significant differences in their achievement when compared with other pupils. The progress of these pupils is better than that expected nationally by the end of Year 6.

The quality of teaching

is outstanding

- The school's own records show that over time teaching is consistently good and often outstanding. Inspectors agree with this view. High-quality assessment based on detailed understanding and knowledge of the pupils' capabilities and interests makes sure that there is an exceptionally good match between tasks, resources and pupils' needs.
- Imaginative use is made of the indoor and outdoor spaces to support learning in the Nursery and Reception classes. Adults give a high priority to developing pupils' early reading, writing and

number skills as well as their social and imaginative skills, within a safe and caring environment.

- Skilled teaching assistants, and other support staff, work in partnership with teachers and make a significant contribution to pupils' outstanding progress, including disabled pupils and those who have special educational needs.
- An effective team approach and the sharing of skills by teachers have developed interesting and creative approaches that capture pupils' enthusiasm. For example, adjustments to the teaching of phonics and mathematics have dramatically improved teachers' knowledge and practice.
- Feedback to pupils is especially effective so that they make rapid gains in their learning. Pupils know their individual targets, can discuss them well and show how they are meeting them. Presentation in books is generally of a high standard although sometimes pupils' handwriting is not as good as it should be.
- Pupils appreciate the way teachers mark their work and talk to them about their progress. A Year 2 pupil was very keen to show an inspector where he had assessed his own work with a 'smiley face' and the teacher had congratulated him on his efforts and the standard of the work.
- The many and varied situations in which teachers plan for pupils to work together, discuss their ideas and support each other in their learning make a substantial contribution to their personal and social development.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. In classrooms and around the school, pupils respond very positively to the high expectations that adults have of their manners and conduct. There is a strong sense of partnership between teachers and pupils.
- Pupils are very proud of their school, their community and their work. They arrive at school with a smile, keen and ready to participate in lessons. These factors lead to very mature attitudes to learning. Attendance is consistently high.
- The school's work to keep pupils safe and secure is outstanding. Pupils are well informed about different types of bullying and say incidents are very rare. If they occur pupils are confident that an adult will deal with them swiftly. Pupils are taught how to keep safe on the internet and outside of school. They have visits from speakers to talk about road safety and how to act responsibly.
- Parents and carers are overwhelmingly positive about all aspects of the school's work and say their children are happy and well cared for. Pupils and staff agree with this. Almost 100% of parents and carers would recommend the school to others.
- All pupils take the responsibilities they are given seriously, for example, serving on the Eco or school council, becoming junior playleaders, acting as buddies for younger children and taking part in events to raise money for local charities.
- As a result of the school's outstanding provision for pupils' spiritual, moral, social and cultural development, pupils learn to work alongside each other and make strong friendships from an early age. The school is a very harmonious community built on mutual respect between adults and children.
- The school has built up strong partnerships with its parents and carers, providing many opportunities for them to come into school. A striking example of this was seen in a class assembly in the main hall when a significant number of parents and carers, from different ethnic backgrounds, came into school to watch their children perform. Parents and carers felt very welcome and remained after the assembly to talk to each other, staff and pupils.
- The school also runs a variety of workshops, such as one on early reading strategies, to help parents and carers support their children's learning at home. The breakfast and one hour clubs provide activities for pupils before and after school to support working families.

The leadership and management are outstanding

- The headteacher, staff and governors are committed to providing a world-class education for all their pupils. Since the previous inspection this pursuit of excellence has sustained high levels of

pupils' achievement, attitudes to learning and personal development.

- Through the effective use of information on pupils' progress and regular lesson observations targeted to training for teachers and teaching assistants, teaching has improved from good to outstanding. The school is very well placed to continue to improve.
- Equal opportunities for different groups of pupils are promoted very well and the school does not tolerate any form of discrimination. Pupils' well-being is at the forefront of the school's work so that pupils' emotional as well as learning needs are met. The 'Rainbows' group helps pupils who have experienced a significant loss to cope.
- Teaching programmes are well organised and teachers' planning carefully weaves together pupils' interests and the development of basic skills. Pupils have opportunities to write at length in many different subjects.
- Teachers with additional leadership and management responsibilities understand their roles well and work efficiently alongside senior leaders to check the quality of teaching and pupils' progress. This strong collaborative leadership has led to the sharing of outstanding practice and the quick identification of any weaknesses or emerging gaps in pupils' learning. Teachers welcome this challenge and embrace the high demands placed on them. Staff morale is high.
- The governing body and school staff make sure that safeguarding procedures are followed rigorously and that all requirements are met.
- The school works well in partnership with the local authority and values the effective light touch support provided through associate adviser visits, specialist consultants' advice and local school network groups. It also has strong links with other local schools.
- **The governance of the school:**
 - Governors are passionate about the school and have the appropriate skills to hold the leaders to account for what is happening, particularly when it comes to the use of the pupil premium. Leaders are challenged to make sure that pupils eligible for support benefit from any additional funding and that their progress and that of others is rapid. Governors visit the school frequently, going into classes and talking to staff so that they have an accurate picture of the school's strengths and areas for improvement. They check that teachers' pay increases link to the quality of teaching and pupils' progress. Governors have an in-depth understanding of the school's finances, including the use and impact of funding for primary school sport.

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	102831
Local authority	Redbridge
Inspection number	439501

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	351
Appropriate authority	The governing body
Chair	Jackie Blount
Headteacher	Jill Henderson
Date of previous school inspection	2-3 March 2009
Telephone number	020 8708 0500
Fax number	020 8708 0501
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