

Wellfield Infant and Nursery School

Church Lane, Sale, Cheshire M33 5QG

Inspection dates 2–3 February 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher leads the school community with passion and skill. Her expectations for excellence are shared by governors, staff and pupils. As a result, outcomes have improved consistently since the last inspection and are now outstanding.
- Senior and middle leaders share the ambition of the headteacher, and together they constantly reflect on their practice to seek improvement. Teachers, other staff and volunteers receive regular training. The school has improved considerably since the last inspection.
- Governors have a thorough understanding of school effectiveness. They know which areas are strong and where improvements can be made. They support and challenge leaders very well.
- The quality of teaching, learning and assessment is outstanding. Consequently, pupils make strong, and at times exceptional, progress from their starting points.
- The school curriculum is broad and balanced. Leaders and governors are keen to ensure that pupils achieve well academically and also develop as well-rounded individuals. The curriculum takes account of pupils' interests wherever possible and this results in exceptional engagement in their learning. Pupils have a deep understanding of their learning which they are keen to share.
- Pupils' spiritual, moral, social and cultural development is highly developed. The different cultures and experiences of pupils within school are shared and appreciated by others. Planned events and visits contribute well to pupils' understanding of the world.
- The school's work to keep pupils safe is effective. Policies and procedures are kept up to date and checked by an experienced governor. Procedures to protect pupils from harm are followed robustly.
- The provision in early years is outstanding. The early years provides children with an excellent start to their school experience. Teachers and other staff respond to the needs of all children very well. They are consumed by their learning and the progress made by all is brisk.
- Pupils love coming to school. Staff support families well to maintain regular attendance. Attendance rates are high and no pupils miss school regularly.
- Pupils' behaviour is exemplary. Staff are excellent role models for pupils to follow. Pupils' excellent attitudes to learning contribute well to their academic progress.
- Parents are overwhelmingly positive about the work of the school. Every parent responding to Parent View (online parent survey), or those spoken to, would recommend the school to others.

Full report

What does the school need to do to improve further?

- Continue to narrow the gap between the outcomes of disadvantaged pupils and other pupils.
- Refine school improvement systems so that leaders and governors can monitor the impact of improvement plans more easily.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher has moulded a talented, committed and passionate team of leaders and teachers, who, along with governors, pursue a track of excellence for all pupils. She is unwavering in her desire that pupils receive the very best education and leave the school ready and willing to tackle the challenges that lie ahead.
- Senior and middle leaders provide impressive support to the headteacher in driving up standards in teaching and learning. They help other teachers and support staff to reflect on their practice and also to have opportunities to learn from their colleagues. As a result, teaching over time is now outstanding and helps pupils to make excellent progress in all subjects. Leaders have also ensured that pupils in the resourced provision classroom integrate well with their peers and make strong progress. The resourced provision is led very effectively – a view fully endorsed by parents.
- Leaders have an accurate view of school effectiveness because they analyse information well to see where performance is strong or weaker. Where leaders and governors have prioritised improvements in the past, there is clear evidence of impact, for example when improving children’s outcomes in the early years or improving outcomes for boys. However, leaders and governors agree that the systems used to check on the progress made towards improvement targets could be further refined. This would enable governors to evaluate the progress made towards achieving their challenging targets more easily.
- Staff training has been a significant factor in the school’s improvement journey. The headteacher is fully committed to developing the workforce and arranges regular, ongoing training for teachers, support staff and volunteers. Training is linked to individual targets for staff and supports their abilities to meet the needs of all pupils. Staff are proud to work at this school and are very well motivated.
- Pupil premium funding is used effectively to help disadvantaged pupils overcome any barriers to their learning. Leaders consider the individual needs of disadvantaged pupils and their families and provide bespoke support. The gaps in the achievement of disadvantaged pupils and other pupils nationally is closing rapidly, but leaders understand there is more work to do and are focusing well on this priority.
- The primary school sports grant is used effectively to help train staff in their delivery of physical education and sport, for example in teaching dance. The funding also gives pupils opportunities to take part in a wider range of activities throughout the year, such as yoga, tag rugby and multi-skills clubs.
- Pupils’ spiritual, moral, social and cultural development is a strength. Pupils have many opportunities to celebrate diversity in the world, in a variety of ways. Pupils from different cultures are encouraged to share the practices in their daily lives so that all pupils broaden their understanding. The school also sponsors a child in Nepal and pupils enjoy hearing regular updates of her development.
- At this young age, pupils have a good understanding of life in modern Britain. They learn about different cultures through trips and visitors. Leaders make full use of parent partnerships to share how families from different cultures live in Britain. Pupils learn about democracy through the election of school councillors and about the rule of law by adhering to the ‘golden rules’ in school and learning how to make the right choices.
- Pupils enjoy their learning because the curriculum is broad and balanced and supports pupils’ development very well. It is enhanced through visits and visitors to the school and by the wide range of clubs that pupils can enjoy, such as art, choir, book club, ceramics, archery, dance and various sport clubs. Very experienced and knowledgeable leaders of subjects know how to further improve the curriculum and also ensure that all aspects are covered. Pupils’ work in all subjects is displayed with pride around the school.
- Parents are overwhelmingly positive about the standard of education provided for their children. There were 109 responses to Ofsted’s parental questionnaire, Parent View, and 100% of parents said that they would recommend the school to others. Parents’ responses to every question were similarly positive. As one parent wrote: ‘This school is incredibly well managed and cooperative towards parents. Nothing is a problem and any issues are always solved quickly and efficiently. My daughter loves going to school and enjoys being with her friends and teachers there. I would strongly recommend this school to any parent.’ This is one of a large number of similar comments which clarify the high regard in which the school is held by the parent body. Parents and pupils also value the effective breakfast and after-school club which leaders manage. This is very popular with parents from Wellfield Infant and Nursery School but also with parents from Wellfield Junior school.
- The local authority has provided ‘light touch’ support for the school, because of the school’s strong academic performance and its confidence in leadership. The local authority has provided support with training and has responded well to any requests for help from leaders.

■ The governance of the school

- Governors are regular visitors to the school and share their wide spectrum of skills to support and challenge leaders. They celebrate the strengths of the school and know where the areas for improvement are. They have helped to oversee improvements in the vast majority of areas.
- Governors attend meetings with the headteacher when school advisers visit the school. This helps them to secure an external view of the school, making sure they keep abreast of where performance and practice is strong and where improvements can be made.
- Governors access training regularly to help them fulfil their responsibilities very well. They have recently received training in helping to keep pupils safe from radicalisation and extremism.
- Governors have an in-depth knowledge of performance management procedures and make sure that teachers' pay reflects their performance. They receive external support when setting performance targets for the headteacher; performance targets are aligned to areas of improvement in the school.

■ The arrangements for safeguarding are effective.

- All staff are well trained to notice any signs that pupils might be at risk. Concerns are shared with leaders who swiftly investigate them and follow up actions with rigour. Policies and procedures to keep pupils safe are reviewed regularly and are shared with staff and volunteers. All staff and volunteers are subject to rigorous checks before they are allowed to work with pupils. Risk assessments are completed regularly and are checked by senior leaders. Every parent questioned agreed that their child feels safe in school.

Quality of teaching, learning and assessment is outstanding

- Teachers are adept at motivating pupils to learn throughout the school. They develop the curriculum by paying careful attention to pupils' interests and, as a result, pupils are absorbed in what they are learning, remain engaged in their work and persevere to succeed. Throughout the school, pupils respond to the very high-quality questioning to develop a deep understanding of their work and could recall, in detail, what they had learnt. Attention to detail such as this, along with teachers and leaders constantly reflecting on and reviewing their practice, has resulted in teaching and learning being outstanding over time.
- Pupils say they enjoy learning because it is fun. When questioned, they say, for example, that they enjoy writing 'because it helps us to remember what we have done'. Work in pupils' writing books shows that progress over time is strong and at times is stunning. By adhering to the agreed policy for marking in school, teachers skilfully guide and support pupils' development in writing, building their understanding gradually. This approach to an ongoing development of skills is mirrored in other subjects.
- In mathematics, pupils are supported well because teachers precisely match tasks to pupils' abilities. Where pupils need extra support, this is provided effectively by support assistants. Where pupils have mastered the different aspects of mathematics, teachers provide these more-able pupils with tasks that require them to reason and explain their thinking by solving challenging problems.
- Teaching for pupils with disabilities or special educational needs is highly effective. Support staff are well trained and experienced. New staff are supported very well by leaders and by more experienced colleagues to ensure they quickly become familiar with the high expectations at Wellfield. Support staff are well informed of the key learning in each lesson so they can provide timely and effective support.
- The needs of pupils in the resourced provision are well met. Staff are patient and supportive. Every pupil is known very well and all are encouraged to learn. Parents of nearly every child in the resourced provision wrote to the lead inspector to describe the excellent care, guidance and support their children and families receive from the school.
- Teachers have high expectations for all pupils. They also explain things clearly so that pupils understand what to do and what is expected from them. Teachers' strong subject knowledge and expert questioning allow them to delve into pupils' thinking and guide it towards the goal of new learning.
- Teachers use assessment information well, to understand what pupils can already do and where they can still improve. This information provides the ammunition for effective planning of lessons which move pupils' learning forward. Teachers' assessments are robust and accurate; confirmed by inspectors and by checks completed by officers from the local authority.
- Relationships between teachers and pupils and between pupils themselves are extremely positive. This results in pupils having a thirst to excel. They are very well rewarded for working hard and for behaving well. A culture of achievement permeates classrooms because pupils want to win the 'table points' trophy, the 'smelly sticker' in their books or, if the class has a particularly good week, they might even win 'Wilbur the dog' in assembly.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident, self-assured and all are highly valued. Any differences are celebrated, for example when integrating pupils from the resourced provision into mainstream classrooms or when pupils from different cultures or religions share their typical family lives. Planned events help to develop pupils' understanding and appreciation of the world further, such as 'Black History Week' and the 'Jubilee Art Project'.
- Pupils have highly positive attitudes to learning and this contributes well to their excellent academic progress. They know they will be rewarded for hard work and for good behaviour. They enjoy seeing their work displayed around school, sharing their success.
- Pupils enjoy receiving regular updates from the carers and supporters of a little girl in Nepal. The school completes fundraising and sponsorship for this child, and through assemblies, pupils learn how life can be contrasting in different parts of the world.

Behaviour

- The behaviour of pupils is outstanding.
- In classrooms, around school, in the dining hall and outside, pupils' behaviour is consistently good. Pupils are kind, well mannered and enjoy helping each other and sharing their learning. On the rare occasions when pupils fall out, staff support pupils in speaking to each other to understand why they might have upset each other and help them to resolve their differences. The behaviour of pupils in the resourced provision is good and incidents of challenging behaviour are managed patiently and well.
- Pupils' attendance is consistently high and no pupils suffer from regular absence. Leaders are quick to step in and provide help and support for families to ensure that pupils attend regularly.
- Pupils and all parents who spoke to inspectors or responded to the survey confirmed that any incidents of poor behaviour or bullying are dealt with quickly and well.

Outcomes for pupils are outstanding

- Outcomes for pupils are outstanding overall. They enter the school with skills that are typical for their age and make outstanding progress in all subjects by the time they leave. Pupils are exceptionally well prepared for the next stage in their learning.
- The outcomes for pupils by the time they leave the early years have improved consistently over the last three years. In 2015, the proportion of pupils reaching and exceeding a good level of development was well above both national and local averages. In the Year 1 phonics check, the proportion of pupils passing the check was well above the national average. In the same vein, by the end of Year 2, pupils' attainment in reading, writing and mathematics has been consistently high for the last five years. More-able pupils in particular are supported well to achieve the higher levels.
- School records show that current pupils are achieving well. This positive picture is confirmed in the learning witnessed in classrooms and also the strong progress seen in pupils' books. In writing, in particular, progress is strong and at times exceptional.
- Different groups of pupils in school, including boys and those with disabilities and special educational needs, achieve consistently well. However, leaders are aware that their work to improve outcomes for disadvantaged pupils is not yet complete. The gap between the outcomes of disadvantaged pupils and other pupils nationally is closing rapidly in all parts of the school, but a gap still exists in phonics, reading and writing. Leaders are steadfast in their plans to improve outcomes for the disadvantaged pupils and examples shared with inspectors demonstrate how pupil premium funding has made a big difference to the achievements of some pupils.
- Pupils in the resourced provision class make good and sometimes exceptional progress from their different starting points. Pupils are very well supported to achieve well and their needs are ably met by staff.

Early years provision

is outstanding

- Children make excellent progress in the early years. The majority start school with skills that are typical for their age. By the end of early years, the proportion of children achieving a good level of development has risen steadily in the last three years. In 2015 the proportion of children achieving a good level of development was very high compared to the local and national average, with a significant proportion of pupils exceeding the early learning goals. The gap between the outcomes for disadvantaged children and other children is narrowing because teachers check on children's progress regularly and provide extra support where needed. Most disadvantaged children achieved a good level of development in 2015.
- Teaching in the early years is highly effective. Teachers are skilled in assessing what the children can already do and planning focused activities which address any gaps in their learning. In the Nursery, there is a 'sea of talk' because children have countless opportunities to complete role play and share their thoughts and learning. When discussing the story they had been learning about, they retold the story in vivid detail and could accurately describe the characters. A timed activity set up for children in Reception demanded that they used chopsticks or pincers to pick up small objects and place them in the correct, numbered part of an ice-cube tray. This developed children's mental counting skills at speed and also improved their fine-motor skills in readiness for holding a pencil correctly.
- Teachers use effective, open-ended questions when interacting with children. This enhances children's thinking and reasoning abilities and helps them to further develop their language and number skills. As a result, children's abilities to learn independently are maturing well and they are keen to become explorers, investigators, readers, writers and mathematicians.
- Children learn in a safe environment. Staff across the Early Years Foundation Stage respond quickly if they spot any child who is upset, troubled or anxious or just needs someone to take an interest in their work. Children learn how to stay safe in the outdoor area and are encouraged to take 'safe risks' and manage their own safety in this way.
- The classrooms and outdoor areas are magnets for learning. Children are faced with a wide range of purposeful tasks which seek to develop the basic skills of reading, writing and mathematics. Children work with interest and show impressive perseverance at such a young age, because planned activities are regularly based around children's interests.
- The leadership of the early years is highly effective. The early years leader and the headteacher work closely together and lead a team of committed, passionate and skilled adults who feel well supported. Leaders' investment in training is also paying dividends.
- Leaders value the strong links with parents, who are closely involved in their children's learning. Parents value the opportunities they have to share in their children's learning through parent workshops. For example, three workshops were offered to share with parents how phonics (letters and the sounds that they make) is taught. There was a high proportion of parents attending the sessions, confirming the close parental links that exist with the school.

School details

Unique reference number	106313
Local authority	Trafford
Inspection number	10003859

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant and Nursery
School category	Maintained
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Mr Andrew Wood and Mrs Tracy London
Headteacher	Miss Cathy Graham
Telephone number	0161 962 1828
Website	www.wellfieldinfants.com
Email address	Wellfieldinf.admin@trafford.gov.uk
Date of previous inspection	1 February 2011

Information about this school

- This is a broadly average-sized infant and nursery school.
- The percentage of pupils known to be eligible for support through the pupil premium is below average. The pupil premium is additional government funding to support pupils who are eligible for free school meals or looked after by the local authority.
- The proportion of pupils with disabilities or special educational needs is below average but the proportion of pupils with a statement of special educational need or an education, health and care plan is above average.
- The school hosts a resourced provision for pupils with autistic spectrum disorder or with social and communication difficulties.
- Most pupils are White British and there is an increasing number of pupils from ethnic minority groups. Very few pupils speak English as an additional language.
- Since the previous inspection there have been several changes to the governing body. The Chair of the Governing Body has stepped down and has been replaced by joint Chairs of the Governing Body. An election for two new governors is in process.
- The school works in partnership with Loreto Grammar School (part of the teaching school alliance). It also works with Manchester University to deliver the School Direct ITT programme and provides training and support for other schools.
- The school holds the Activemark and Artsmark awards and the silver award for anti-bullying.
- The 'Wishing Well' breakfast and after-school club is managed by the school, which caters for pupils from this school and pupils from the nearby Wellfield Junior school.

Information about this inspection

- Inspectors observed lessons in all classes and in a range of subjects. Four joint observations took place with the headteacher.
- Inspectors observed pupils' behaviour in classrooms and assessed the school's promotion of spiritual, moral, social and cultural development. Inspectors also observed pupils in the playground and during lunchtime.
- Inspectors looked at work in pupils' books and in the learning journals of children in the early years.
- Inspectors held meetings with the headteacher and deputy headteacher, special educational needs coordinator, leader of the resourced provision, leader of the Early Years Foundation Stage and subject leaders. Inspectors met with four members of the governing body, including the Chairs of the Governing Body. An inspector also met with the school improvement adviser from the local authority.
- A group of four pupils discussed their opinions about the school and their learning with an inspector. An inspector listened to four pupils reading. Inspectors also spoke informally with pupils on the playground.
- 109 responses to Ofsted's online parent survey (Parent View) were considered and inspectors spoke with a number of parents who were dropping off pupils at school.
- Inspectors observed the school's work and looked at a number of documents, including information on pupils' outcomes, minutes from governing body meetings and other documented work of governors, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

Inspection team

Ian Hardman, Lead Inspector

Maureen Hints

Doreen Davenport

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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