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Heather Small
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Dear Mrs Small

Short inspection of Wellesley Primary School

Following my visit to the school on 12 October 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You lead a highly effective leadership team. Each member is astute and has an accurate assessment of the school's performance. Your checks on teaching are of central importance at Wellesley Primary School. These checks form part of a thorough monitoring process which improves outcomes for pupils, as well as improving the quality of teaching, learning and assessment. Leaders have high expectations and use meticulous analysis to inform every decision. Once leaders have identified an area for improvement, they tackle this head on and evaluate the impact of their actions. The system is now established and leaders use this well to tackle previous weaknesses. As a result, leaders' timely interventions ensure that outcomes for pupils continue to improve.

Governors share your thorough understanding of the school and speak knowledgeably about the school's strengths and areas for development. They act strategically to improve the school and do so with a full arsenal of information. Governors are not complacent. They have sought support from the local authority and have also ensured that they have access to suitable training. As a result, governors are holding leaders to account effectively.

You have an incredibly detailed and comprehensive view of the school. You evaluate each area with accuracy and honesty. The interest of the pupil lies at the heart of the decisions you make. Behaviour across the school is positive and pupils demonstrate courtesy towards every member of the school. You have a positive

relationship with parents and invite them in regularly to involve them in school life. When I visited, in excess of 20 parents attended the Year 2 lunch event. Staff are equally positive about the school, are immensely proud to be members of staff in your school and feel that leaders support them and take their well-being into account. This is a caring, nurturing learning environment. As a result, pupils, parents and staff are overwhelmingly positive about the school.

At the beginning of the inspection, we agreed on the key lines of enquiry to consider during the day. These included establishing the effectiveness of actions taken to improve progress for the most able pupils in key stage 2, particularly in mathematics. We also explored how leaders are monitoring pupils' progress in reading and mathematics and the impact of their work. We then considered whether attendance was improving for particular groups of pupils. We also considered the quality of support for pupils in key stage 1 who are working below the standard expected for their age and need to catch up with their peers. Finally, we considered whether safeguarding is effective.

Safeguarding is effective.

Members of the designated safeguarding team are aware of their responsibilities and carry these out meticulously. Pre-employment checks are in-depth and in accordance with statutory checks. Leaders ensure that staff know what to do if they have concerns about a pupil and detailed chronologies are in place. All members of staff are level 1 safeguarding trained and all receive regular training on the 'Prevent' duty and updates to the school's own child protection policy. Those responsible for safeguarding across the school make timely referrals to external agencies and pass on any concerns that they may have. As a result, strong safeguarding practice is deep-rooted in recruitment procedures and across school life. Staff are well-trained and pupils are safe.

Leaders and governors play a proactive role towards self-improvement. The school's robust self-evaluation plays an integral role in achieving this. An audit into the effectiveness of safeguarding at Wellesley Primary School pinpointed the next steps and leaders acted swiftly. One necessary improvement was to promote e-safety across the school. Leaders set up a working party and established an action plan to address any shortcomings. As a result, leaders have successfully raised awareness of e-safety.

Pupils feel safe in school and eloquently described how adults in the school promote a safe and caring environment. Pupils knew how to achieve safety online. They told me that 'Digital Leaders' play a vital role in highlighting the importance of this. Pupils also highlighted how behaviour across the school is a strength and how there are few instances of bullying in the school.

Inspection findings

- Leaders evaluate their effectiveness in an honest, objective way. Consequently, they were quick to identify that progress for the most able pupils in mathematics needed to improve by the time they left the school. Leaders have already put steps in place to ensure that challenge for most-able pupils improves. Furthermore, leaders conduct frequent monitoring so that they can make sure that this specific group of pupils are reaching the highest standard. As a result, current most-able pupils in the school make strong progress.
- Our scrutiny of pupils' workbooks found that the most able pupils find the work challenging and are being encouraged to work at a deeper level. Pupils relish this challenge and view mistakes as learning opportunities. Pupils hold learning conversations with one another when tackling tricky problems and use each other as an additional learning resource. As a result, pupils embrace challenge and tackle these problems with enthusiasm for success.
- Leaders conduct detailed and effective monitoring of all pupil groups. They work cohesively and with impact, to ensure that areas for development inform professional development opportunities. Leaders have a detailed understanding of every pupil in the school and use this knowledge to make conscientious decisions to improve outcomes for pupils. As a result, leaders have a sharp perception of pupils' progress and make informed decisions as to where more support is necessary.
- Leaders have rightly identified that pupils need more support in reading comprehension. They have already acted on this and have used pupil premium funding to provide more opportunities for disadvantaged pupils to read to an adult and attempt higher-order questions. They have also invested in an exciting library space. Guided reading sessions have been adapted to focus on developing pupils' understanding of the text they have read. As a result, pupils' attitudes to reading are positive and they have more opportunities to improve their reading comprehension skills.
- The attendance rate for all pupils is greater than the national average and has been consistently high. However, for particular groups, attendance has not been as strong. Leaders have acted to improve attendance rates for these pupils and progress was evident in the last academic year. Leaders understand the need to improve attendance rates for some pupils, particularly for those pupils who do not regularly attend school.
- During inspection of key stage 1, we explored the support given to pupils who are working below age-related expectations and who need to catch up with their peers. Pupils' books show good progress. There is a discernible improvement in what pupils are able to do, because of the support that teachers provide. A close look at the books showed that these pupils were receiving good-quality support through teachers' timely interventions and feedback. As a result, progress for these pupils is strong.
- The provision to support pupils who have special educational needs and/or disabilities is another positive aspect of the school's work. Leaders act swiftly to make sure that pupils receive the support that they need to succeed. Leaders

design plans to support these pupils alongside teachers and parents, and they review targets regularly. As a result, pupils who have special educational needs and/or disabilities receive high-quality interventions to make good progress.

- The special educational needs coordinator (SENCo) acts quickly to signpost support for particular pupils. She has worked alongside teachers and engages other agencies to identify appropriate help quickly to ensure that pupils receive support as a matter of urgency. As a result, pupils access specialist help which helps them make progress in school.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the proportion of most-able pupils working at a higher standard by the end of key stage 1 and key stage 2 increases, particularly in mathematics
- teaching encourages pupils to develop their reading comprehension skills, so that pupils make accelerated progress in reading by the end of key stage 2.

I am copying this letter to the chair of the governing body the regional schools commissioner and the director of children's services for South Gloucestershire. This letter will be published on the Ofsted website.

Yours sincerely

Nathan Kemp
Her Majesty's Inspector

Information about the inspection

During this inspection, I spoke to you and other senior leaders. I also spoke to representatives of the governing body, pupils and an external adviser from South Gloucestershire Council.

Senior leaders and I made visits to lessons to observe pupils' attitudes to learning. We also scrutinised the work in pupils' books.

I looked at a range of documentary evidence, which included the school's self-evaluation and the current school development plan, as well as progress and attendance information. Additionally, I scrutinised various safeguarding records, including those relating to the suitability of staff to work with children.

I took account of the 58 responses to Parent View, Ofsted's online survey, the 10 responses to the staff survey and the 49 responses to the pupil survey.