

Wellfield Methodist and Anglican Church School

Wellfield Drive, Burnley, Lancashire BB12 0JD

Inspection dates

28–29 November 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the last inspection, the school's effectiveness in producing good academic outcomes for pupils have been variable.
- Over the last three years, progress at key stage 2 in reading, writing and mathematics have been variable and often significantly below the national average.
- Outcomes and progress dipped in 2016. The progress pupils made in reading was significantly below the national average. The progress pupils made in mathematics was also below the national average.
- Provisional outcomes in 2017 have improved in reading. However, the progress that pupils made in writing and mathematics is still below the national average.
- Leaders and governors are aware of school priorities. However, school plans and teachers' targets need to be more sharply focused and measurable.
- Leaders are in the early stages of developing systems to track and monitor the achievement of pupils and therefore do not have a consistent overview of how well pupils are currently progressing.
- The quality of teaching across the school is variable. Teachers' expectations of what pupils can do are not always high enough.
- Subjects in the wider curriculum, such as science, history and computing, are not consistently taught in sufficient depth. Some subject leaders do not yet monitor their areas effectively, so they do not know how well pupils are doing.
- Although knowledgeable about many aspects of the school, governors do not hold senior leaders rigorously to account.

The school has the following strengths

- Staff are committed to improving outcomes for all pupils. They have worked successfully to create a positive and supportive learning environment.
- Outcomes across the school are showing signs of improvement, particularly at key stage 1. PE is a strength across the school.
- Safeguarding and behaviour around the school is good. Pupils feel safe and have a positive attitude to learning.
- Children get off to a positive start in the early years. They are welcomed into the bright and stimulating environment, where they feel safe and secure.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and thereby outcomes for all groups of pupils by:
 - ensuring that teachers have the highest expectations of all pupils, especially the most able
 - ensuring that a greater proportion of pupils achieve the expected and higher standards in mathematics
 - ensuring that a greater proportion of pupils achieve the higher standards in writing
 - ensuring a greater consistency in the teaching of subjects such as science, computing and history, so they are taught in greater depth.
- Improve the leadership and management of the school by:
 - ensuring that targets in the school development plan and teachers' performance management are sharply focused and measurable
 - embedding a robust and reliable tracking system that allows leaders to effectively analyse and monitor pupils' progress across the school
 - ensuring that governors challenge leaders even more rigorously when holding them to account
 - developing further the role of middle leaders to ensure that they make a greater impact on teaching, learning and assessment so that they regularly monitor the depth of each subject being delivered and the progress that pupils are making as they move through the school.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The headteacher's and the deputy headteacher's evident determination to address identified weaknesses, their and other leaders' impact on improving special educational needs (SEN) and/or disabilities provision, and outcomes in key stage 1 and in reading in key stage 2, indicate a secure capacity to improve the school's performance.
- Leadership and management require improvement because outcomes for pupils have declined since the last inspection and the quality of teaching, learning and assessment across the school is inconsistent. Although outcomes have improved in reading according to provisional 2017 assessment information, pupils' progress in writing and mathematics is still in the bottom 20% of schools nationally.
- Although a school development plan is in place, the targets set are not sharply linked to the current weaknesses in the school. Furthermore, targets are not measurable, which makes it difficult for senior leaders to monitor the progress the school is making towards achieving its goals.
- Senior leaders make regular checks on the quality of teaching and there is a range of training opportunities available to help staff develop their practice. However, the targets set for teachers as part of their performance management, relating to pupils' progress, are not as tightly focused as they could be. As a result, teachers' expectations are not as high as they could be.
- Systems to track and monitor the progress of pupils across the school are in the early stages of development. As a result, leaders do not have a consistent understanding of all pupils' progress. For example, leaders were not able to provide inspectors with a clear overview of the progress of pupils in early reading and there were several inconsistencies in the information provided in writing and mathematics.
- The leaders of English and mathematics have a good overview of their subjects and areas of responsibility. The effective leadership of English has led to good progress in reading at key stage 2 in 2017. An action plan has been put in place and changes have been implemented. For example, teachers have reviewed teaching sequences in English, and promoted reading by developing and reorganising the school library. Inspection evidence shows that these actions are bearing fruit and standards in reading are showing signs of improvement. The English leader is very aware that more pupils need to write at the greater depth standard, particularly at key stage 2.
- The curriculum broadly meets the needs of pupils. It provides them with a varied range of enrichment opportunities which broadens their experiences and develops their vocabulary in a range of subjects. Middle leaders of subjects such as science, history and computing have begun to undertake work to develop teaching and learning in their subjects. However, at present they do not monitor their subjects with the same rigour as in English and mathematics. As a result, some subjects are not delivered in sufficient depth or monitored closely enough with regard to the progress that pupils are making as they move through the school. British values are promoted well within the school, ensuring that pupils are prepared for life in modern Britain. The curriculum promotes spiritual, moral, social and cultural education extremely well. Pupils' understanding of different cultures and faiths beyond their immediate experience is very well developed.

For example, pupils spoke of how they visit other local schools and engage in activities to help them learn more about other cultures within modern British society

- The SEN and/or disabilities funding is spent well to ensure that the varied and diverse needs of this group of pupils are met. Leaders have reviewed systems to support the early identification of pupils with SEN and/or disabilities. As a result, leaders are now quick to identify early help and plan for clearer next steps for those who require it. Funding is mainly used to provide additional staffing. This ensures that small-group work and interventions are improving in their quality and are beginning to have a positive impact on pupils' progress and achievement.
- The primary school physical education and sport funding is used innovatively. Initiatives within the school are highly successful. Leaders in this area are relentless in their pursuit to ensure that pupils keep themselves fit and healthy. Targeted activities help to ensure that all pupils are encouraged to take part in a wide range of sporting opportunities along with more focused opportunities to develop the confidence of more-reluctant pupils. This ensures that all pupils are given opportunities to play an active part in the sporting life of the school. As a result, this is a real strength of the school.
- Senior leaders have a good understanding of the barriers to learning that disadvantaged pupils face. Leaders show careful thought and consideration as to how the pupil premium funding is spent and this is directly having an impact on pupils' emotional, social and academic achievements.
- Most parents are supportive of all aspects of the school's work. They find the staff 'open, friendly and approachable'. They appreciate the 'family atmosphere' that the school provides.

Governance of the school

- Although knowledgeable about many aspects of the school, the level of challenge offered to senior leaders is not as rigorous as it could be.
- Governors have an understanding of the school's strengths and weaknesses. They are aware of what the school does well and of the further improvements needed to improve outcomes across the school. For example, they are aware of the issues relating to the weaker progress of pupils at key stage 2, particularly in reaching the higher standards in writing and mathematics.
- Governors receive regular reports from the headteacher relating to the quality of teaching and the progress that different groups of pupils are making. However, it is unclear how they hold leaders to account to improve these areas as the information they are supplied with is not always consistent. As a result, they have not been effective in challenging the decline in pupils' outcomes in recent years.
- Governors ensure that the budget is well managed and linked to school priorities, adjusting spending plans to help combat the challenges that the school faces.
- Safeguarding duties are taken seriously.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding procedures and policies are in place and fit for purpose. Leaders ensure

that training is up to date for staff and for members of the governing body.

- Staff have a good awareness of safeguarding issues and procedures to follow should they be concerned about a pupil's welfare.
- The designated safeguarding leaders undertake regular training, and are diligent in ensuring that vulnerable pupils receive the support they need from outside agencies.
- Leaders have ensured that appropriate checks are made on the suitability of adults working at the school.
- Staff know pupils well and work closely with other agencies to support pupils' welfare and have developed a highly supportive team approach within the school. Leaders' strong focus on pupil well-being, including the development of the learning mentor role, has helped develop an open and transparent culture of safeguarding across the school. Consequently, pupils and families can confidently access local services for early help, ensuring that they receive appropriate support.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is inconsistent across the school and within subjects.
- Over time, teaching does not enable pupils to make the progress of which they are capable. Expectations of what pupils are capable of are not consistently high enough. Work for the most able pupils often lacks challenge. They spend too much time working on tasks that they can already do. This hinders their progress, especially in mathematics.
- As a result of recent initiatives, the quality of teaching in reading, writing and mathematics is now showing signs of improvement across the school. However, there are still some inconsistencies in the teaching of these subjects; for example, work in mathematics is not always matched closely to pupils' abilities.
- The curriculum beyond English and mathematics is not developed in sufficient depth in some subjects and senior leaders recognise this. Pupils do not access a rich and deep curriculum in subjects such as science, history and computing.
- Expectations for pupils' behaviour and conduct are mostly consistent. Relationships are respectful, and routines are well established. Learning time is rarely wasted, and lessons usually get off to a brisk start.
- Pupils are developing a love of reading. Some read with fluency and expression. Pupils recognise the importance of reading and told inspectors that 'being able to read is important' and shared examples of their favourite authors. Some pupils are able to talk about the books that they like to read. Appropriate use is made of their phonics knowledge to sound out unfamiliar words. Many make use of the school library and read with their parents regularly at home.
- Writing skills are developing well. Pupils write for a variety of purposes and across subjects. However, at times, the overuse of worksheets, with small boxes, prevents pupils from writing at length and in greater depth. Activities in some year groups are not always accurately pitched. These shortcomings slow pupils' progress and do not enable them to make the careful next steps in their learning.

- Pupils are becoming keen mathematicians. They engage well during mathematics lessons and have many opportunities to count and calculate. However, the activities provided are not pitched at the right level to drive learning forward at a pace. Activities can be too repetitive. As a result, pupils are not encouraged to think deeply enough or provided with opportunities to use and apply their mathematical skills.
- Teachers and teaching assistants work closely together to ensure that pupils receive the additional support that they need. Teaching assistants provide sensitive support. They ensure that resources are used effectively, assist pupils' understanding and encourage independence in learning. Pupils who have SEN and/or disabilities are well supported.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Parents agree that their children are looked after well. Staff are approachable if parents have any concerns.
- Pupils are happy and confident. Pupils say that they feel safe in school. They understand the different forms of bullying and why it is hurtful. Pupils say that there is little bullying in the school and, should it occur, they have confidence in adults to deal with this swiftly.
- Pupils show respect for adults and each other. At lunchtimes, they sit happily in the dinner hall, chatting to each other about the events of the day, mixing well socially. Pupils show good manners and display a strong understanding of the school's values.
- Pupils attend school regularly and attendance for all pupils is above the national average. Persistent absence is low. Pupils are very clear about the importance of their education.
- Good procedures are in place to ensure that pupils keep themselves safe and healthy. Younger children are taught the importance of washing hands and eating healthy food. Older pupils show a good awareness of the dangers of the internet and how to keep themselves safe while online.
- Pupils make a good contribution to school life as members of the school council. They regularly raise money for a wide range of charitable causes to support others who are facing difficult situations. They are also keen members of the local pupil parliament.

Behaviour

- The behaviour of pupils is good.
- The school's core values help to instil good manners in pupils. Pupils have a healthy respect for each other and show a mature understanding of right and wrong.
- Pupils' behaviour around the school is calm and this results in an orderly learning environment.
- Breaktimes are happy and harmonious occasions. Pupils cooperate sensibly with each

other, enjoy each other's company and play well together.

- Most pupils have good attitudes to learning. As a result, they try their best in all that they do. On some occasions, some pupils lose focus and attention wanders, but teachers quickly address this and refocus pupils.
- Pupils enjoy coming to school. This is reflected in their above-average attendance.

Outcomes for pupils

Requires improvement

- Outcomes require improvement because progress across the school, particularly in writing and mathematics, is too variable. Progress in reading, writing and mathematics have been below or significantly below the national average in recent years.
- As a result of more rigorous testing, outcomes dipped in 2016. The proportion of pupils reaching the expected and higher standards in reading, at key stage 2, was below the national average. The progress that pupils made in reading was significantly below the national average. The progress that pupils made in mathematics was also below the national average. As a result, the school failed to meet the government's current floor standards in 2016.
- The picture is a little brighter at key stage 2 in the provisional 2017 outcomes. Progress in reading is good. The proportion of pupils reaching the expected standard in reading and writing is above the national average. The proportion of pupils reaching the higher standard in reading is also above the national average. However, the proportions of pupils reaching the expected and higher standards in mathematics are below the national average and the progress of pupils in writing and mathematics is poor. As a result, the progress of pupils in writing and mathematics is in the bottom 20% of all schools nationally.
- There is a stronger picture at key stage 1 in the provisional 2017 outcomes. The proportions of pupils reaching the expected and higher standards in reading are above the national average and in line with national averages for writing and mathematics.
- From observing lessons, looking at work in pupils' books and listening to them read, it is evident that the tide is beginning to turn. There are some pockets of good practice across the school in reading, writing and mathematics. However, the work that teachers set does not consistently encourage pupils to think hard and to do as well as they are capable of, particularly the most able pupils. Over a quarter of the 76 pupils who responded to the Ofsted online questionnaire were of the opinion that their teachers do not always give them work that challenges them.
- Outcomes in phonics are showing some signs of improvement. Provisional assessment information for 2017 shows that the proportion of Year 1 pupils reaching the expected standard in the national phonics screening check is now average. The school has introduced a more structured approach to the teaching of phonics, which has been embraced by staff. However, the school's own assessment information is not yet used robustly enough to monitor and track pupils' achievement in this skill.
- The school's few disadvantaged pupils achieve well. Leaders ensure that these pupils receive effective support, and they are currently making good progress. Pupils who have SEN and/or disabilities are also well supported and making gains in their learning. Timely interventions help these pupils to improve in their reading and number skills,

but this is not yet rigorously monitored or tracked.

- The school recognises that outcomes in some subjects in the wider curriculum, such as science, history and computing, are not as good as they could be. This is because many of these subjects are not taught in sufficient depth and pupils are not given enough opportunities to develop their subject knowledge.

Early years provision

Good

- Children in the early years are making a good start at the school. Children enter the Reception class with standards below those typical for their age. Children make good progress and achieve well in relation to their starting points. Interventions are targeted carefully and as a result, children make good progress in their communication, speaking and listening.
- The leadership of the early years is good. The early years leader is highly skilled and knowledgeable in her role and knows the children well. The early years leader is aware of the strengths and priorities for further development. However, further analysis, monitoring and embedding of tracking systems would underpin this further
- Teachers are enthusiastic and engaging. They share warm relationships with the children and are attentive to their needs. Children are obviously very trusting of adults and feel safe.
- Teachers question children effectively. This was exemplified well at the end of a lesson when pupils were sharing their mathematical independent work on shape. The teacher questioned children effectively, clarifying their thinking and deepening their understanding and factual knowledge.
- Children play happily alongside each other, sharing and taking turns as they learn and play. Standards of behaviour are good and progress is well monitored.
- The early years curriculum captures the children's developing needs and interests well. This is supported by the bright and stimulating learning environment. Independent play areas are well set out and reflect the seven areas of learning. There are a wide variety of stimulating activities in which children can participate. The children eagerly engaged with their learning, allowing them to make independent choices about their play.
- Positive relationships have been established with parents, helping to promote security and consistency in children's lives. Parents are kept well informed about their children's progress and are encouraged to contribute to their learning. Advice and support are also given to parents to support them in developing their children's learning at home.
- At the time of the inspection, there were no breaches to the welfare requirements.

School details

Unique reference number	119492
Local authority	Lancashire
Inspection number	10037767

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Mr Ross Shekleton
Headteacher	Mrs Janet Pay
Telephone number	01282 436935
Website	www.wellfield.lancs.sch.uk
Email address	bursar@wellfield.lancs.sch.uk
Date of previous inspection	15–16 January 2014

Information about this school

- The school does not meet requirements on the publication of information about pupil premium spending or on the publication of its key stage 2 assessment results on its website.
- In 2016, the school did not meet the government's current floor standards, which are the minimum expectation for pupils' attainment and progress by the end of key stage 2 in reading, writing and mathematics.
- This is a smaller than average-sized primary school.
- The proportion of disadvantaged pupils is lower than the national average.
- The proportion of pupils who have SEN and/or disabilities is broadly average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is lower than the national average.
- The majority of pupils are of White British heritage.

Information about this inspection

- Inspectors observed a wide range of lessons, covering all classes in the school. The headteacher accompanied the lead inspector in some observations.
- Meetings were held with the headteacher, deputy headteacher and other leaders.
- The lead inspector also met six members of the governing body, including the chair.
- The lead inspector met the school's improvement partner.
- The lead inspector talked to a group of pupils on the first day of the inspection and the inspection team talked to pupils in lessons and at breaktime about their learning.
- Inspectors talked to parents as they dropped their children off at school. Pupils' behaviour was observed during lessons, lunchtimes and playtimes.
- Inspectors listened to groups of pupils reading and talked to them about their reading. Inspectors examined extensively the quality of work in a wide range of books. They discussed pupils' work and their learning with them in lessons.
- Inspectors looked at the school's work and considered documents, including the school's self-evaluation, the school improvement plan, curriculum plans and information relating to pupils' achievement and safeguarding.
- Inspectors took into account 62 responses to Ofsted's online Parent View survey and 62 free text responses.
- Account was taken of the school's own questionnaire to parents. Consideration was also given to the 10 responses to Ofsted's online staff questionnaire and 76 responses to Ofsted's online pupil questionnaire

Inspection team

James Blackwell, lead inspector	Ofsted Inspector
Stephen Rigby	Ofsted Inspector

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