

# Inspection of a good school: Wellington Primary School and Nursery

Wellington, Hereford, Herefordshire HR4 8AZ

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Inspection dates:

14 September 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## **What is it like to attend this school?**

Many good things happen at this school. It is a calm, safe and friendly place in which staff and pupils work and learn. Staff treat pupils kindly and take time to find out about their lives and interests. Pupils are polite and get on well with one another. They know that staff will always listen to them and help them if they have any worries. Bullying is not a problem. If it were to happen, pupils and staff know they would work together to stop it.

The school has been through many changes over the past few years. Current leaders are putting new routines and expectations in place. However, some aspects of learning are not organised as well as they could be. In reading and mathematics, lessons and resources do not help pupils to learn as well as they might. In other subject areas, leaders are making changes to help pupils remember the right things.

Parents express positive views about the school. They like its community feel and say their children are happy and settled here.

Governors and leaders know where improvements are needed. Their actions so far indicate that they are heading the right way to improve the school.

## What does the school do well and what does it need to do better?

Pupils learn to be kind and considerate at this school. They get involved in local events and are taught the value of kind words and helpful actions. Throughout the many recent changes, this caring ethos has been maintained from Nursery through to Year 6. However, there is room for improvement in some other aspects of the school's work.

The school offers a broad curriculum and ensures that English and mathematics are taught regularly. For instance, phonics is taught daily. However, the school's current phonics system is not wholly successful. This is because staff use a mix of books from different schemes, some of which do not match the sounds pupils are learning in class. This hinders progress and some pupils fall behind. Those who move into key stage 2 with gaps in their phonic knowledge do not always get the support they need to help them catch up.

That said, staff know a lot about books and authors. They use quality texts in class and regularly read aloud to pupils. Pupils enjoy listening to stories and many know a lot about literature. From the start in Nursery, children are captivated by teachers' joyful storytelling.

Similarly, staff have secure subject knowledge in mathematics. Lessons are interesting and staff want pupils to do well. However, as with phonics, some resources are not ideal. For example, pupils are sometimes given activities that do not match what has been taught. At other times, pupils do not have enough opportunity to practise and embed their knowledge. This slows pupils' progress and leads to gaps in their knowledge.

Leaders know that curriculum resources and routines need strengthening. In writing, for example, they have recently introduced a new whole-school approach, which is already lifting expectations and standards.

In the wider curriculum, some aspects of subjects are stronger than others. For example, new curriculum design in geography is making its mark. In this subject, the curriculum builds logically from early years through to Year 6. Work is well pitched and builds on what pupils already know. In addition, staff organise trips that tie in with classroom learning. Pupils also achieve well in physical education. Nevertheless, in several other subjects, it is not always clear what teachers should focus on and what pupils should remember. This means that some content choices are left for staff to decide. Pupils do a lot of work and enjoy their lessons, but they do not necessarily learn everything that they should.

The school is very inclusive, and everyone has a part to play in this. In addition, some specialist activities, such as horse riding, target some pupils' specific interests and needs. The school's new approach to supporting pupils with special educational needs and/or disabilities with their academic learning is developing in a well-informed way.

In all classes, pupils' positive attitudes to learning help lessons to run smoothly. Classrooms are smart and tidy, and pupils and staff are proud of their school. There are lots of rewards that recognise pupils' helpful contributions to school life. Furthermore,

staff listen to what pupils have to say. A pupil-led school parliament helps pupils to learn about democracy and gives all pupils a voice in school life.

Staff say that leaders support them in their work and are mindful of their workload and well-being. Some staff say that more structured curriculum guidance and materials would help them to work more efficiently. Inspection evidence supports this view.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have kept up with changes to safeguarding guidance. They ensure staff know what to do if they are worried about a pupil. There is a healthy whole-school culture of watching out for signs that a child may be at risk of harm. In addition, the curriculum teaches pupils about ways to stay safe and the importance of respectful behaviour.

A health and safety matter was not logged correctly, but leaders attended to this during the inspection. All the correct checks on adults in school are carried out and recorded properly.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school's current approach to teaching phonics uses a mix of resources which do not always match the sounds that pupils need to learn and practise. This leads to gaps in some pupils' phonic knowledge, and they fall behind in reading. Leaders should establish a consistent approach to teaching phonics and use it with fidelity so that all pupils keep up with the programme.
- The curriculum in mathematics is not supported by consistently good-quality resources or books for pupils to work from. This means that, while teachers often explain things well, the activities that they give pupils to do not necessarily provide enough meaningful practice. Consequently, pupils do not remember what they have been taught as well as they might. Leaders should make sure that staff have sufficient good-quality material and resources to support the mathematics curriculum.
- In some foundation subjects, curriculum guidance does not identify what pupils need to know and remember. Consequently, some content choices are made by individual staff and do not support well-sequenced learning. Leaders should set out a clear rationale for curriculum design, and a strategic plan for staff training and strengthening curriculum guidance. They should do this so that pupils learn and remember the right things at the right time in different subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2012.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	116745
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10212431
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	63
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	June Willis
<b>Executive headteacher</b>	Helen Lynch and Helen Rees
<b>Website</b>	<a href="http://www.wellingtonhereford.com">www.wellingtonhereford.com</a>
<b>Date of previous inspection</b>	21 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school provides after-school childcare. It does not use any alternative provision.
- The executive headteachers lead both Wellington Primary and Nursery School and Leominster Primary School.

## Information about this inspection

- Inspectors carried out deep dives in the following subjects: reading, mathematics and geography. In these subjects, the inspectors visited lessons, looked at pupils' work, discussed curriculum guidance and talked with staff and pupils about the way the subjects were planned and taught. Inspectors also considered some other subjects in less detail.
- Inspectors considered 2019 external performance data about the school and looked at school documents. These included information about leadership, behaviour, attendance, the school curriculum and improvement planning. They also checked the school's website.
- Inspectors asked pupils, staff, leaders and governors about safeguarding arrangements. The lead inspector examined the record of employment checks on

school staff and looked at other school records. Inspectors found out about safety procedures and routines at the school.

- Inspectors observed pupils' behaviour in class, at lunchtime, on the playground and at other times during the day.
- During the inspection, inspectors had formal meetings with the executive headteachers, the acting head of school, governors, staff and a local authority education officer.
- Inspectors talked informally with pupils, parents and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.

### **Inspection team**

Diane Pye, lead inspector

Ofsted Inspector

Janet Lewis

Ofsted Inspector

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