

# Inspection of a good school: Wellesley Primary School

Edgeworth, Yate, Bristol BS37 8YR

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Inspection dates:

7 and 8 February 2023

## **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. The next inspection will therefore be a graded inspection.

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

Wellesley Primary is a friendly community school, where pupils are happy, well understood and valued as individuals. Leaders have a deep regard for both pupils and their families. Parents are positive about the care that staff provide.

From the start of Reception, teachers have high expectations of children's behaviour. Pupils understand the school's behaviour system. It helps them to develop positive attitudes toward learning. They conduct themselves well in lessons and around the school. Staff create a culture of enjoyment in learning. Bullying is rare at Wellesley. Pupils treat each other with kindness and respect.

Most pupils say they enjoy reading and listening to the books adults share with them. They are taught phonics systematically from their early weeks in Reception. However, pupils who fall behind with their reading are not supported well enough to catch up quickly.

Leaders make sure pupils are safe in school. Pupils say they enjoy coming to school and feel safe. They know who to talk to if they have a problem.

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

Leaders and teachers have carefully designed the curriculum that pupils learn. Their aim is that pupils are well prepared for learning beyond Wellesley. In the early years, teachers find out what children know and can do when they join the school. They use this information to plan the curriculum so children are well prepared for key stage 1. In the early years, pupils build their knowledge and skills over time in small steps. However, this is not the case in all subjects. When pupils fall behind in their learning, teachers do not

plan for how they will catch up. This is the case for some pupils in spelling, phonics and mathematics.

Leaders are improving the teaching of early reading. For example, they have made sure that the books pupils read match the sounds they are learning. However, pupils do not always blend sounds fluently enough, and as a result they do not understand what they are reading.

Leaders are improving how teachers use assessment information to find out what pupils have and have not learned. In some subjects assessment information is not used well to plan for pupils' future learning.

Largely, teachers present subjects clearly to pupils. Most teachers make sure that pupils can understand important concepts and knowledge. They make sure pupils connect new learning to what they already know. Teaching helps pupils build new knowledge by giving pupils repeated practice. However, sometimes teachers do not explain concepts clearly enough. When this occurs, pupils do not learn well.

Most pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers adapt learning activities so that pupils complete the full curriculum. Nevertheless, the individual next steps for these pupils are not always well planned. Leaders are working to improve this. In the early years, pupils with SEND are supported effectively. For example, targeted activities help children with speech and language difficulties to learn new words.

Together, leaders, staff and pupils create a positive environment in the school. Routines are well established in the early years. Children learn how to behave. Staff help them to become more independent and resilient. They can take turns and share with each other successfully. Teachers make sure pupils treat each other with kindness, care and empathy. Leaders and staff celebrate positive behaviour in a wide variety of ways. As a result, pupils are confident and enthusiastic.

Pupils learn about citizenship and social responsibility at school. They understand how they can help others in school, in the community and around the world. Staff provide opportunities for pupils to raise money for charities they are interested in or have a personal connection to. However, pupils do not learn about aspects of British values, such as democracy and the rule of law, well enough. They do not understand how to care for their mental health and well-being. Therefore, pupils are not prepared for life in modern Britain as they should be.

Leaders and governors are mindful of staff workload. Staff have a very positive view of the school. They value their work, and their professional relationships with each other and leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

The safeguarding of pupils is a priority at Wellesley. Leaders ensure that pupils who are at risk of harm receive timely, appropriate support. They work well with external agencies to make sure that pupils' needs are met.

Staff and governors have safeguarding training, alongside relevant updates. They diligently make sure that adults are appropriately checked before they start working at the school.

Pupils understand the importance of staying safe online, the potential dangers of social media and how to share any concerns they may have.

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

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

- Leaders have identified that teaching does not always help pupils to read with sufficient fluency. Therefore, some pupils do not comprehend what they read. Leaders should ensure that all teachers of phonics have sufficient expertise so that all pupils learn to read well.
- Leaders have not ensured that pupils who are behind in their learning catch up effectively in reading and mathematics. As a result, some pupils do not have the knowledge they need. Leaders should support staff to ensure pupils catch up quickly.
- The curriculum for personal development does not prepare pupils appropriately for the next stage of their education. Pupils do not have the knowledge and understanding they need in areas such as British values and mental health and well-being. Leaders should ensure that the personal development curriculum better prepares pupils for life in modern Britain.

## **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 July 2013.

## 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

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| <b>Unique reference number</b>             | 109113   |
| <b>Local authority</b>                     | South Gloucestershire  |
| <b>Inspection number</b>                   | 10268577   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 5 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 205  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Stewart Osgood   |
| <b>Headteacher</b>                         | Heather Small  |
| <b>Website</b>                             | <a href="http://www.wellesleyschool.co.uk">www.wellesleyschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 12 October 2017, under section 8 of the Education Act 2005               |

## Information about this school

- The Headteacher has been in post since January 2013.
- The school is a smaller-than-average primary school.
- Leaders use one alternative provider.

## Information about this inspection

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspector met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to some pupils read to an adult.
- The inspector met with school leaders, including the headteacher, the SEND coordinator, curriculum leaders, teachers and support staff.

- The inspector reviewed documentation and spoke with leaders, staff and pupils to evaluate the effectiveness of safeguarding. The inspector reviewed the school's behaviour and bullying records. The inspector met with a group of governors. They held a phone call with a representative of the local authority.
- The inspector considered responses to the online questionnaire, Ofsted Parent View, including free-text responses. The inspector also took into account the responses to the pupil survey and staff survey.

### **Inspection team**

Jen Edwards, lead inspector

Ofsted Inspector

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