

Inspection of an outstanding school: Wellfield Infant and Nursery School

Church Lane, Sale M33 5QW

Inspection dates:

13 and 14 March 2023

Outcome

Wellfield Infant and Nursery School continues to be an outstanding school.

What is it like to attend this school?

Pupils flourish at Wellfield Infant and Nursery School. There is a strong sense of belonging among pupils and staff. Pupils said that they feel part of a family when they come to school. They trust staff to deal with any worries they may have. If bullying occurs, leaders deal with it swiftly and sensitively. As a result, pupils feel safe and happy in school.

Leaders have high expectations of pupils' behaviour and learning. Pupils, including those with special educational needs and/or disabilities (SEND), embrace the school values of 'care, respect, learn and succeed'. They show genuine kindness towards each other. Pupils live up to leaders' high expectations. Pupils, including those in the specially resourced provision for pupils with SEND (specially resourced provision), engage in purposeful learning activities. As a result, they achieve well in a range of subjects. Children in early years are exceptionally well prepared for key stage 1, while pupils in Year 2 are equipped for the transition to junior school equally well.

Pupils relish all the opportunities that each day brings. They readily take part in the range of clubs on offer and are excited to play new instruments, sing and perform. These experiences celebrate pupils' talents and interests and help them to develop their confidence. Pupils learn about looking after themselves and the world around them. For example, they enjoy their yoga lessons, which they say make them feel calm. Eco warriors encourage their peers to recycle and explain why this is important.

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

Leaders, governors and staff have a shared vision to provide all pupils, including those in the specially resourced provision for pupils with SEND, with high-quality learning experiences. Leaders and staff have designed an effective curriculum from the early years to Year 2. The curriculum is broad and ambitious. Leaders have thought about the key knowledge that they want pupils to learn in all subjects and when this should be taught.

Historically, attainment outcomes at the end of Year 2, particularly for reading and mathematics, have been high. In 2022, the proportion of Year 2 pupils meeting the expected standards at the end of key stage one was lower than usual. Leaders have identified the reasons for this. They have taken effective steps to address gaps in pupils' learning from the pandemic. Teachers regularly revisit prior learning to ensure it is secured. Adults are quick to identify any misconceptions that pupils may have. This enables pupils to build up a deep body of knowledge across the curriculum. Pupils spoke confidently about what they know already and about their new learning. They are currently achieving well across the curriculum.

Staff identify the additional needs of pupils with SEND quickly and accurately. Leaders' ambition for these pupils' achievement is the same as for all other pupils. Pupils with SEND, including those in the specially resourced provision, enjoy learning alongside their peers. Most pupils with SEND access the same curriculum as their peers. Where required, leaders have well-matched individual learning plans in place. These are delivered well by staff.

Teachers across the school promote a love of reading. Pupils eagerly talk about their favourite books. They particularly enjoy the books that their teachers read to them. Activities such as the 'book hot seat' provide opportunities for pupils to talk about what they have read with their classmates. Leaders make sure that pupils have access to books which help them to explore the rich diversity among people and families.

Children begin their reading journey in the Nursery Year. Here, staff ensure that children listen to stories and learn rhymes and songs, as well as hear new vocabulary. This continues into the Reception class, where children learn the sounds that letters represent. In key stage 1, typically the books that pupils read match the sounds that they are learning. Teachers ensure that they are quick to identify any pupils who may be behind with their reading knowledge. Timely support helps these pupils to catch up quickly with their peers.

Pupils are keen and enthusiastic about learning. They respect each other and their teachers. Pupils listen carefully in lessons. This means that they learn without interruption.

Leaders have a strong focus on pupils' personal development. Staff actively promote pupils' physical and emotional health and well-being. Pupils understand the importance of inclusion and they ensure that all are made to feel welcome regardless of any differences. Pupils are well prepared for their future lives.

Governors know the school well and understand their duties. They support and challenge leaders effectively. Leaders are mindful of the workload and well-being of staff. Staff feel valued and supported by leaders and each other.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders and staff know pupils and their families well and have built strong relationships. This helps parents feel secure in asking for help from the school when they need to. Staff know how to identify and report any worries. Leaders follow up on any concerns quickly. They work effectively with external agencies and sensitively support parents and carers when required.

The curriculum teaches pupils about keeping safe. From an early age, pupils learn how to report any worries they may have. They are taught about how to keep safe online. Pupils learn about where they can go for help.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in February 2016.

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

Unique reference number	106313
Local authority	Trafford
Inspection number	10199521
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair of governing body	Nicola Martins
Headteacher	Cathy Graham
Website	www.wellfieldinfants.com
Date of previous inspection	2 and 3 February 2016, under section 8 of the Education Act 2005

Information about this school

- The governing body operates a breakfast and after-school club.
- The school hosts specially resourced provision, on behalf of the local authority, for eight pupils in the early years and key stage 1. These pupils have autistic spectrum disorder and/or speech and language needs.
- Leaders do not make use of alternative provision.

Information about this inspection

- This was the first routine inspection that the school has received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector conducted deep dives in these subjects: early reading, art and design, and mathematics. For each deep dive, the inspector met with subject leaders and teachers. She visited lessons, looked at examples of pupils' and children's work and talked with groups of pupils about their learning.

- The inspector heard pupils from key stage 1 read to a familiar adult. She also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.
- The inspector spoke with members of the governing body, the headteacher and other school leaders. She also spoke with a representative of the local authority.
- The inspector talked with staff about their workload and well-being.
- The inspector met with leaders who are responsible for attendance, behaviour, the early years and SEND.
- The inspector spoke with pupils about safeguarding and their wider experience of school. She looked at a range of policies and documents related to pupils' and children's welfare and education. She observed pupils' and children's behaviour in lessons and around the school.
- The inspector reviewed leaders' policies and procedures to keep pupils safe. She discussed safeguarding arrangements with leaders and staff. She also checked the single central record.
- The inspector took account of the responses to Ofsted's online surveys for staff and pupils.
- The inspector met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses. The inspector also considered parental letters sent for her attention.

Inspection team

Rebecca Jewitt, lead inspector

His Majesty's Inspector

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