

Inspection of Wellington Lions Primary Academy

Oatway Road, Tidworth, Wiltshire SP9 7FP

Inspection dates: 3 and 4 July 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires improvement |

What is it like to attend this school?

Pupils act on the school values, particularly to be 'curious.' Leaders encourage pupils to be inquisitive. Many pupils join the school at different times during the year. Leaders get to know pupils quickly to welcome them and understand their needs.

Leaders have raised expectations for behaviour in recent years. Pupils respond well to this most of the time, although pupils say that, on occasion, the behaviour of a few sometimes fall short of expectations. In lessons, pupils focus on their learning. For example, children in Reception move calmly between formal learning and other activities. Pupil ambassadors help pupils to manage friendship fallouts. Pupils report that bullying hardly ever happens and that staff act quickly to resolve it if it does.

Leaders involve all pupils in discussions about the school by posing 'big questions' for everyone to debate. For example, the school council recently considered how to be more inclusive.

Leaders plan a variety of clubs for pupils. These include rugby, choir and mini-police. The 'Dandelion club' is a space to recognise the experiences of military children. Clubs change termly, and there is high attendance. Although they appreciate the clubs available in school, some pupils and parents say there are fewer trips and experiences beyond the school.

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

Located in a military town, Wellington Lions has a changing school population. Leaders have considered how they meet the needs of pupils as they join the school at different starting points. They have planned a well-sequenced, ambitious and inclusive curriculum from Reception Year to the end of Year 6.

Each subject has been carefully mapped. Leaders use external expertise to provide professional development for staff. As a result, teachers know the precise subject knowledge to teach and when. Some of the curriculum is newly implemented, such as the curriculum for English. Leaders prioritise reading through a large selection of texts. As a result, pupils read a wide range of books.

Subject leaders work across two trust primary schools. They focus on ensuring there is a detailed subject curriculum in place. However, they have less time to check how well the curriculum is being implemented. As a result, in a few subjects, they do not have a sufficiently deep knowledge of how effective the curriculum is. Leaders have taken action to support subject leaders in checking their subjects more precisely.

The improved curriculum has not had time to impact on the published outcomes of pupils. These are below national expectations, especially in reading and mathematics at key stage 2. However, leaders are seeing the effect of the curriculum, as pupils recall their learning longer over time.

In Reception, leaders plan a curriculum that prepares children for their formal learning in key stage 1. Teachers plan enhanced learning activities. Children use their mathematics and literacy knowledge through planned activity and play. Teachers have high-quality conversations with children to develop their language skills. They introduce new vocabulary, which the children rehearse and use in their play.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) have the adaptations they need to follow the curriculum. Teachers receive training and information to ensure they know the needs of pupils well. As a result, pupils with SEND are well supported.

Leaders ensure that the programme for teaching pupils to read is carefully implemented and checked. Starting in Reception, children learn their corresponding letters and sounds almost as soon as they join the school. Leaders track pupils' progress through the curriculum closely when they are learning to read. For some older pupils who are in the early stages of learning to read, leaders have planned intervention to make sure those pupils improve their reading quickly and catch up with their peers.

Pupils follow a well-structured personal, social and health education curriculum. They learn about issues such as different types of families or personal safety in a timely way. Pupils relish the many ways they can apply to be a leader, such as acting as school councillors, head student or newly appointed mental health ambassadors. Pupils understand the school values well, although they are less clear about fundamental British values. They enjoy contributing to school life.

Leaders have prioritised developing a curriculum relevant for the pupils of Wellington Lions. They have invested in external professional development to ensure that staff have the expertise they need. Staff are positive about the support from leaders. The trust and the governing body have a strong understanding of the school priorities. They support leaders in their work for the rapid improvements they have made.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are confident with the procedures for identifying and following up any safeguarding concerns. Staff receive up-to-date training. They are knowledgeable about national and local risks. Leaders act promptly to work with external agencies when it is necessary.

Leaders, including governors, check documentation and processes regularly. They make sure the records for checking adults who work with children are in place and reviewed.

Pupils know how to keep themselves safe online. They understand what actions they can take to look after themselves. Pupils feel safe at school. If they have any worries, they know who they can talk to.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders do not check robustly the impact of the curriculum. This means they do not have the knowledge they need to refine it. Leaders need to make sure subject leaders have the procedures and skills they need so they can develop their subjects effectively.
- Some parents lack confidence in the school. They feel that communication or responses from leaders about their concerns are not sufficient. Leaders need to consider how they can communicate with parents more effectively so more parents share the confidence that staff and pupils have in the school.

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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| Unique reference number | 140224 |
| Local authority | Wiltshire |
| Inspection number | 10284085 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 253 |
| Appropriate authority | Board of trustees |
| Chair of trust | Nathan Coombs |
| Headteacher | Claire Addis |
| Website | www.wellingtonprimary.org.uk |
| Date of previous inspection | 7 May 2021, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of the Ascend Learning Trust, previously Royal Wootton Bassett Academy Trust.
- A considerable number of the school population are children whose families are in the military. They join the school at different times of the year.
- Some year groups are taught in mixed-age classes.
- The school runs a breakfast club and an after-school club called 'Welly Extra'.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, school leaders, subject leaders, the special educational needs coordinator, staff, pupils, and representatives from the local governing body and from the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, modern foreign languages and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' works.
- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- The lead inspector met with the designated safeguarding leader and examined how safeguarding is recorded. Inspectors talked to pupils, staff and governors about how the school keeps everyone safe.
- Inspectors observed pupils' behaviour in lessons and around the school. They met with pupils and discussed their views about the school.
- Inspectors considered responses to the online survey, Ofsted Parent View, and the view of staff and pupils in Ofsted's online surveys.

Inspection team

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