

Inspection of Wellington Primary School and Nursery

Wellington, Hereford, Herefordshire HR4 8AZ

Inspection dates: 19 and 20 March 2024

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 Good

What is it like to attend this school?

Pupils enjoy their learning at Wellington Primary School and Nursery. Staff really know them as individuals in this small community. This helps staff to care for them and to make sure they learn well. The school has planned a broad and ambitious curriculum. Pupils' learning builds on what they already know. Pupils get off to a good start in the early years. Learning moves smoothly from one key stage to the next.

Staff provide a high quality of pastoral care and take effective steps to promote pupils' mental health. Pupils enjoy warm relationships with the staff. They know that there are always adults to talk to. Pupils treat each other with respect. Staff resolve any disagreements straight away. Pupils feel safe, and play happily at social times. There is a calm, purposeful atmosphere in classrooms and corridors. Pupils become confident, articulate learners. Attendance is high.

Trips to places of interest, such as the National Space Centre, are closely tied into the curriculum. A high proportion of pupils take part in lunchtime clubs, such as choir, football or board games. Leaders listen to pupils' views about the school, and use them to plan further improvements effectively.

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

The school's current leaders have acted swiftly to raise expectations for pupils' welfare, behaviour and academic achievement. They have shown fine judgement in focusing first on what matters most. Staff, pupils and parents recognise the rapid improvements in the school.

Pupils study all the subjects in the national curriculum. The school has carefully planned how learning should build up over time. For example, in Year 3 and 4 science, pupils learn about the formation of rocks, different types of rock and then their properties. In some foundation subjects, however, pupils do not study every part of the curriculum in enough depth. The school makes effective use of mixed age classes. For instance, Reception children move into Year 1 already familiar with what to expect in their learning.

Teachers have secure subject knowledge. They plan the day-to-day learning for pupils to enable them to meet the longer-term learning aims. Teachers make sure that pupils understand and use the correct vocabulary. They present knowledge clearly, using a good range of resources. Teachers check on pupils' learning, and identify any misconceptions that arise. They help pupils to remember their learning in the longer term, providing frequent opportunities for pupils to recall their knowledge. Across the school, pupils make effective progress in their knowledge and understanding.

Leaders have ensured that learning to read is a top priority. From the early years onwards, pupils follow a structured phonics programme. This programme ensures

that pupils learn about letters and their sounds in a logical order. Staff use the programme's resources in a consistent way. They check regularly on how pupils are learning, and provide effective support for any pupils at risk of falling behind. The school works closely with parents, and younger pupils read frequently to an adult. Books are well matched to pupils' knowledge of phonics. Pupils quickly become fluent readers. Across the school and in different subjects, pupils enjoy a good range of fiction and non-fiction texts. Teachers pay precise attention to different reading skills. Most pupils are keen to read in their own time, encouraged by the school's rewards.

The school identifies the additional needs of pupils with special educational needs and/or disabilities (SEND) effectively. Staff draw on guidance to ensure that they meet pupils' needs well. As a result, pupils with SEND make effective progress through the full curriculum.

The school has adopted a new policy for behaviour this academic year. Everyone understands the approach, and pupils think it is fair. Staff establish clear routines and ensure that pupils work together well. In lessons, pupils settle quickly and disruption to learning is rare. Pupils demonstrate consistently positive attitudes to learning, and take pride in their work.

Pupils follow a planned programme of social and personal education. This teaches pupils about healthy relationships and how to keep themselves safe. Pupils learn about some cultures and traditions different from their own, for example in religious education and through some of the texts that they study. However, leaders have not completed their check on the range of these opportunities nor how well the programme develops pupils' knowledge.

Pupils have growing opportunities to take responsibility and demonstrate leadership, for example as a part of 'student voice' or as digital leaders. Every week, older pupils support younger ones with their reading.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school has not ensured that all components of the curriculum receive sufficient time and depth of study. As a result, pupils do not gain the depth of knowledge in these areas that they should. As the curriculum continues to develop, the school should ensure that in implementing the curriculum, teachers pay due attention to all the different components across all subjects.

- The school has not evaluated precisely the opportunities for pupils to learn about a broad range of cultures and traditions other than their own. As a result, some pupils' understanding of other traditions and cultures are underdeveloped. The school should make sure that all pupils benefit from a rich, coordinated programme to learn about the range of cultures and traditions in the world.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116745
Local authority	Herefordshire
Inspection number	10290546
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	The governing body
Chair of governing body	June Willis
Executive headteacher	Emma Blankley
Head of school	Warren Hollingsworth
Website	www.wellingtonprimaryschool.com
Dates of previous inspection	14 September 2022, under section 8 of the Education Act 2005

Information about this school

- Wellington Primary School and Nursery is a smaller than the average-sized primary school. Pupils are taught in mixed-age classes. There is considerable variation in the number of pupils in each year group.
- An additional 11 children aged two to four attend the nursery, some of them part-time.
- The school runs a breakfast club and an after-school club.
- The school does not make use of any alternative provision.
- The head of school joined the school in May 2023; the executive headteacher took up her post in September 2023.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher and other senior leaders, with the special educational needs coordinator and with curriculum leaders. They also spoke with staff about their experience of the school.
- The lead inspector spoke by telephone with the chair of governors.
- The inspectors spoke with pupils at social times and with groups of pupils more formally.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed a range of documents. These included information about pupils' behaviour, attendance, the school's curriculum and improvement planning. The school's website was also checked.
- The inspectors took account of responses to Ofsted Parent View and the free text comments. The lead inspector met with parents at the start of the second day of the inspection.
- The inspectors carried out deep dives in these subjects: reading, mathematics geography and science. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work. Inspectors also spoke to pupils about some other subjects.
- The lead inspector listened to a sample of pupils from Years 1, 2 and 3 reading to a familiar adult.

Inspection team

Martin Spoor, lead inspector

Ofsted Inspector

Stuart Evans

Ofsted Inspector

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