

Inspection of an outstanding school: Wellington Community Primary School

Alexandra Road, Aldershot, Hampshire GU11 1QJ

Inspection dates: 22 and 23 May 2024

Outcome

There has been no change to this school's overall judgement of outstanding 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 school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are proud to be members of this vibrant school. They enjoy being part of its friendly community and attend well. Pupils are encouraged to contribute positively to the school through acts of kindness. Older pupils demonstrate this by voluntarily running games for younger children at lunchtime. They talk about how this helps to create 'togetherness' across year groups. Pupils value having warm relationships with staff. This includes being able to share any worries with them, knowing they will be strongly supported.

Pupils know the school's values of 'Ambition, Resilience, and Community'. They explain how demonstrating these supports them in achieving the best they can. The vast majority conduct themselves well and meet the school's expectation that they should 'Make Every Minute Meaningful'. This supports pupils to develop purposeful attitudes to learning. A range of opportunities helps pupils to become increasingly independent. They talk excitedly about these, including the residential trips where they stay away from home for the first time.

The school has made rapid changes, which are improving pupils' achievement, particularly in English and mathematics. However, in a few subjects, the curriculum is not yet fully organised or embedded. Consequently, pupils do not learn as well as they could across the whole curriculum.

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

The important knowledge and skills pupils need to learn are identified across the school's broad curriculum. In the majority of subjects, the order in which pupils learn new knowledge is carefully arranged. As a result, when teachers introduce new ideas, these build on pupils' earlier learning. This is strongest in core subjects, where effective changes

have been made to the curriculum in response to low published outcomes in 2023. In a few foundation subjects, the curriculum is not yet as well organised. In these subjects, pupils do not securely build knowledge of some key ideas over time.

Teachers use their secure subject knowledge effectively. Across the school, they explain new ideas accurately, making use of carefully selected resources to demonstrate tricky ideas. Pupils then apply their understanding to well-considered learning activities. Teachers consistently use a variety of approaches to check pupils' understanding. In most lessons, they identify and reteach knowledge that pupils less securely understand. In some lessons, where checking is less effective, pupils continue to have knowledge gaps.

The needs of pupils with special educational needs and/or disabilities (SEND) are clearly identified. Teachers draw on their training and use individual pupil plans to adapt learning appropriately for pupils with SEND. In a few cases, these adaptations are not precise enough. When this happens, some pupils with SEND struggle to complete learning activities. This is not the case for pupils with more complex SEND, where staff consistently apply specific strategies so that they learn well and develop independence.

There is a sharp focus on reading. Children learn phonics from the start of Reception, and their progress is closely tracked. When needed, targeted extra sessions are used to quickly catch up anyone who struggles. Reading is woven through the curriculum, and pupils learn from rich and diverse texts. They talk enthusiastically about their current 'class reads' and how these inspire them to read similar texts from the library.

Behaviour across the school is calm and respectful. Pupils know the school rules, and the majority uphold these well. In Reception, staff teach children the behaviours which support them to learn effectively. In lessons, pupils follow routines and listen attentively to staff. At playtime, they are mindful of others, sharing games and waiting for their turns to use the equipment. Pupils feel safe and speak highly of the school's pastoral support staff, who help them to overcome challenges.

Pupils are well prepared for life in modern Britain. Through the bespoke personal, social and health education curriculum, pupils find out how they can stay safe in society and online. They learn about diversity, exploring different backgrounds within their multicultural community. This supports them to develop inclusive and respectful attitudes towards others. Pupils are encouraged to share their views. They proudly explain how the ideas they put forward in the 'School Council' result in improvements around the school site. Pupils are encouraged to contribute to the wider community. They learn about different local issues and help to fundraise for these.

The school accurately understands its strengths and current priorities for improvement. It has strived to rapidly improve the curriculum, embedding highly effective changes. Staff have wholeheartedly embraced these. They value the school's efforts to keep their workload manageable, which helps them to focus on teaching well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, the knowledge pupils need to learn is not arranged carefully enough. This means that as pupils progress through the curriculum they do not build secure knowledge of some key ideas. The school needs to ensure that the organisation of important knowledge across all of the curriculum supports pupils to know and remember more over time.
- Sometimes, teachers' checks do not clearly identify how well pupils understand new learning. As a result, some pupils continue to have knowledge gaps. The school needs to ensure that in all lessons, teachers identify less secure aspects of pupils' understanding and address these through further teaching.
- In a few lessons, teachers' adaptations do not support some pupils with SEND in completing learning activities. This means that these pupils do not always learn as well as they could. The school needs to ensure that all teachers can adapt learning effectively for these pupils.

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 28 and 29 November 2018.

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 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	138139
Local authority	Hampshire
Inspection number	10321952
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair of governing body	Mick Hirst
Headteacher	Amanda Webb
Website	www.wellingtonprimary.com
Dates of previous inspection	28 and 29 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Federation of Wellington Community Primary School and Marlborough Infant School.
- The headteacher has been in post since September 2023.
- The school uses two unregistered alternative provisions.
- The governing body manages before-school childcare provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This is the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with governors. He also met with the headteacher, deputy headteachers, assistant headteacher, subject leaders and spoke to the local authority school improvement adviser.

- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to subject leaders and teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at the curriculum and sampled work in writing and design and technology.
- The inspector observed playtime activities.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the responses to Ofsted's Parent View questionnaire and the additional free-text responses. He also spoke to parents at the school gate.

Inspection team

Phillip Blagg, lead inspector

His Majesty's Inspector

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