

Inspection of a school judged good for overall effectiveness before September 2024: Wellington Primary School

Sutton Lane, Hounslow TW3 3BD

Inspection dates:

12 and 13 November 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

The school provides a nurturing environment in which pupils are happy and feel safe. The school's motto, 'right start – bright future,' is at the heart of everyone's work. Pupils, including those with special educational needs and/or disabilities (SEND), rise to the very high expectations that the school has for them. Pupils flourish and achieve extremely well, academically, socially, and personally. Pupils leave this school remarkably well prepared for the next stage in their education.

The school celebrates and embraces diversity. Relationships between staff and pupils are warm and caring. Pupils' behaviour is exemplary. They have highly positive attitudes to their learning during lessons. Pupils are extremely polite and respectful towards peers, staff, and visitors. They work and play together very well.

Pupils' time at school is enriched by many memorable experiences and a wide array of visits, clubs, and sports. These include learning to play handbells, multi-sports, and dance. Pupils talk enthusiastically about trips to museums and monuments that have been carefully planned to enhance their learning. Pupils relish opportunities to assume leadership roles, such as being 'Rights Respecting Ambassadors' and volunteering in the library. They also enjoy time with the school's therapy dog, who they say helps them stay calm and listens to them read.

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

The school has developed a highly ambitious curriculum that enables pupils to be confident and successful learners. This sets out what pupils are expected to learn all the way from the early years upwards. As a result of this systematic approach, pupils make

excellent progress through the curriculum. By the time they leave the school, pupils are extremely well prepared for the next stage of their education.

Staff routinely check what pupils know and can remember. They use this information well so that they can help pupils close any gaps in learning and then deepen their knowledge. Staff have strong subject knowledge. They explain new concepts and information clearly. Pupils readily recall their learning across a range of subjects. They enjoy opportunities to discuss their ideas with their classmates. This helps them to develop their confidence and to further extend their vocabulary.

Reading has a high profile throughout the school. In the early years, highly trained staff take every opportunity to develop children's communication and language skills. Pupils learn phonics as soon as they start in the Reception Year. They read from books that are matched to the sounds that they already know. Pupils use and apply their phonics knowledge well to read unfamiliar words and to help with their writing. Staff provide highly effective support for pupils of all ages who struggle with early reading. This helps them to catch up quickly. Pupils have access to a wide selection of diverse texts that capture their interests. Older pupils, including those who speak English as an additional language, develop into confident and fluent readers. They enjoy talking about their favourite authors and books.

In mathematics, teachers make effective use of their excellent subject knowledge, for example to teach pupils how to add fractions. Pupils benefit from following the teacher and practising together before they complete their own work.

The school ensures that the additional needs of pupils with SEND are identified quickly. Staff use information to expertly adapt the delivery of the curriculum and provide appropriate support. This helps pupils with SEND to progress well through the curriculum.

The school has developed an extensive range of opportunities that support pupils' wider development. As a result of these, pupils show respect for the beliefs and traditions of people from different faiths. Pupils learn how to keep themselves safe while online and in the community. Leaders have ensured that pupils learn relevant relationship skills and that they are able to treat others well. The school has also made clear to all pupils the value of good attendance and, as a result, they rarely miss a day.

Staff are proud to work at the school. They appreciate the school's consideration of their workload and well-being. Staff who are new to teaching spoke highly of the support that they have received to develop their subject expertise further. Governors are knowledgeable and work exceptionally well with the school. They provide insightful challenge and support. This helps to make sure that the school provides pupils with the best possible education.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 good for overall effectiveness in June 2019.

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	102505
Local authority	Hounslow
Inspection number	10345815
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	771
Appropriate authority	The governing body
Chair of governing body	Sukhpal Brar
Headteacher	Deborah Norton
Website	www.wellington.hounslow.sch.uk
Dates of previous inspection	11 and 12 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school is larger than the average-sized primary school and is split over two sites.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, an inspector met with governors and a representative from the local authority.
- The inspectors met with the headteacher, the deputy headteachers and other senior leaders.

- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of work.
- An inspector heard some children reading to a familiar adult.
- Inspectors met with leaders responsible for pupils' personal development and attendance, and leaders responsible for the provision for pupils with SEND.
- The inspectors observed pupils' behaviour in lessons and around school.
- An inspector considered the responses to Ofsted's online survey, Ofsted Parent View, and the results of the Ofsted surveys for staff and pupils. They also met with groups of staff and pupils.
- 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.

Inspection team

Karen Matthews, lead inspector

Ofsted Inspector

Joel Sager

Ofsted Inspector

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