



# Wells Hall Community Primary School

## Inspection Report

**Unique Reference Number** 124558  
**Local Authority** SUFFOLK  
**Inspection number** 293031  
**Inspection dates** 1–2 February 2007  
**Reporting inspector** Michael Milton

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Wells Hall Road
<b>School category</b>	Community		Great Cornard, Great Cornard
<b>Age range of pupils</b>	4–9		Sudbury CO10 0NH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01787 373489
<b>Number on roll (school)</b>	355	<b>Fax number</b>	01787 883315
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr S McLeod
		<b>Headteacher</b>	Mrs J Fardell
<b>Date of previous school inspection</b>	29 October 2001		

<b>Age group</b> 4–9	<b>Inspection dates</b> 1–2 February 2007	<b>Inspection number</b> 293031
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Wells Hall is above average in size for a primary school with nursery unit. There is an average number of pupils with learning difficulties or disabilities. Most pupils are from White British backgrounds with a small number of pupils from minority ethnic groups. Few pupils learn English as an additional language and very few are at an early stage of learning English. Pupils come from a wide range of backgrounds with a significant number that are disadvantaged. The school has a County Inclusive Resource which gives outreach support to pupils with Autistic Spectrum Disorders in about 50 mainstream primary, middle and upper schools.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Wells Hall is a good, improving school with many outstanding features. Parents are very supportive of the school and one wrote, 'All the teachers and support staff are totally committed to each and every child's individual learning. The school is very supportive of whole families.' The headteacher's leadership and management are outstanding, and she is well supported by the very committed senior management and staff teams. The leadership and management are always seeking ways to provide the best possible quality of education and care for all of the pupils. The school makes a very good contribution to community cohesion by helping all pupils to achieve well and by helping all parents to be fully involved in their children's education. The school makes outstanding use of links with other schools, external agencies, and the local community to improve its pupils' education. Wells Hall also contributes to the education and care of pupils in other schools through the provision of the County Inclusive Resource.

On entry to the Nursery, pupils' standards are well below average. They make good progress during the Nursery and Reception classes and, by the time they enter Year 1, their standards are below average. Pupils make good progress during the Foundation Stage because teaching is good, there are well planned and imaginative learning activities, and assessment is used effectively to match the work to pupils' learning needs. During Key Stage 1, pupils continue to make good progress and, by the end of Year 2, their standards are a little above average in reading, writing and mathematics. Pupils continue to make good progress during Years 3 and 4, although rates of progress are higher in reading and writing than in mathematics and science. Pupils' achievement is good and they greatly enjoy the lessons and the excellent extra-curricular clubs which include many sports. Pupils lead very healthy lives because of their involvement in sports and physical education, and their enjoyment of the healthy meals provided by the school's award-winning kitchen.

Pupils make good progress because of good teaching which carefully matches work to the wide range of learning needs in each class. Personal development is outstanding. Pupils' behaviour is very good, and they are keen to learn so that in each class there is a calm working ethos. The outstanding quality of care, support and guidance helps to remove barriers to learning for a significant number of pupils. Pupils feel very safe at school and know how to stay safe in a wide range of contexts. The interesting and effective curriculum includes three whole-school focus weeks each year, good opportunities for independent learning and the use of specialist teachers, for example, of German. As a result of excellent leadership there is outstanding provision for pupils with learning difficulties and disabilities; these pupils make excellent progress with their personal development and good progress with their academic learning.

Leadership and management are good with some significant strengths. The school is excellent at identifying its strengths and weaknesses, and then taking any action to put things right. For example, it identified weaknesses in Key Stage 2 pupils' achievement in mathematics in 2004-5 and made a good number of improvements that have already accelerated pupils' progress significantly. The school has made very

good improvements since the last inspection and provides excellent value for money. It has a good capacity to make further improvements.

### **What the school should do to improve further**

- Further develop the teaching of mathematics in Years 3 and 4 by carefully evaluating the impact of the planned improvements on pupils' learning.
- Secure consistently good achievement in science by ensuring that pupils improve their skills of scientific enquiry year by year and by adding pupils' progress in science to the tracking sheets.

## **Achievement and standards**

### **Grade: 2**

When they join the school, pupils' knowledge and skills are well below average especially in communication and language. Pupils make good progress during the Foundation Stage and, by the start of Year 1 their standards are below average. Some recent improvements to teaching have resulted in pupils' better understanding and use of letter sounds. Pupils continue to make good progress during Key Stage 1 and, by the end of Year 2 their standards in reading, writing and mathematics are a little above average. The school tracks pupils' progress carefully during Years 3 and 4, and they continue to do well although their progress is better in English than in mathematics and science. Pupils do not make consistently good progress in science. For example, some pupils use their knowledge to explain their conclusions for experiments while others do not structure their experiments properly. Pupils from minority ethnic groups achieve well, as do those with learning difficulties or disabilities.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being, including the spiritual, moral, social and cultural aspects, are outstanding. Pupils really enjoy school and their attendance is above average. Pupils' behaviour around school and in lessons is always good and often excellent. They have very good attitudes to their work and very good relationships with staff and one another; these help them to make good progress in their lessons. Pupils know that any isolated incidents of bullying are dealt with quickly. They have an excellent understanding of healthy lifestyles. Parents and pupils work successfully together in lessons about drugs safety and they enjoy the 'bring an adult to lunch' days. Pupils are enthusiastically involved in a very wide range of lunchtime and after-school clubs which include many sports. Through the good school council, pupils play an important role in the school, including the purchase of water coolers and the introduction of a 'buddy stop' in the playground. They take their responsibilities seriously as monitors as, for example, they show visitors around the school and think carefully about how to improve their work. They help other people in the community by, for example, visiting the elderly and raising funds for charities.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. The good relationships that staff have with the pupils, and their skills at building pupils' self-confidence contribute significantly to pupils' positive attitudes and good behaviour. Pupils enjoy their lessons because the work is interesting and challenging. Teachers clearly identify in their plans what they expect pupils to learn and usually share this with pupils at the start of the lesson. This gives pupils a clear understanding of what is expected of them, as does the good marking of their work that includes clear feedback on how well they are achieving and how to improve. Pupils are encouraged to take responsibility for their own learning and to think for themselves. Learning support assistants use their expertise in addressing certain learning difficulties, such as speech and language difficulties and autistic spectrum disorders, to help pupils achieve well. Teachers do not have consistently high expectations of the quality of pupils' handwriting and occasionally the pace of teaching slows. In outstanding lessons, pupils make very good progress because of the clear, concise, step-by-step teaching and their good understanding of what they need to learn. The school's own evaluation identified weaknesses in pupils' learning in mathematics. This was followed up by taking a good range of steps to improve teaching and these are improving pupils' mathematical learning.

### Curriculum and other activities

#### Grade: 2

The effectively planned curriculum meets the learning needs of all pupils. There is outstanding provision for pupils with learning difficulties or disabilities, and some well planned provision for gifted and talented pupils. Focus weeks, such as a book week and an outdoor week, enhance pupils' enjoyment of learning. The school is very successful in developing pupils' understanding of safe and healthy living through its weekly lessons in personal, social and health education, including the Healthy Schools programme and social and emotional aspects of learning. Good provision in the Nursery and Reception classes helps pupils to make a good start to their education. There is a good outdoor learning environment for Nursery pupils and the school is implementing plans to improve the outdoor area for Reception pupils. Pupils' learning benefits from the well equipped, stimulating environment where their work is attractively displayed. Pupils are well prepared for the next stage of their education because the rich curriculum and good teaching ensure their outstanding personal development and their good learning of the key skills of literacy and numeracy.

### Care, guidance and support

#### Grade: 1

The outstanding quality of care, guidance and support makes a significant contribution to pupils' good learning. Parents and pupils place great value on the high quality of

day-to-day care. There are good systems for tracking pupils' progress in reading, writing and mathematics. Pupils are set targets for reading, writing and mathematics and these help them to learn more effectively. Excellent support is given to vulnerable pupils and those with learning difficulties or disabilities. There are very good policies and procedures to ensure pupils' health and safety, including rigorous checks on staff and all others working with pupils. Each lunchtime, there is very good support for pupils who choose not to go to the playground. There are excellent opportunities for parents' involvement in their children's education.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good with some outstanding features. There is a pervasive, whole-school commitment to high professional standards and to ensuring that all pupils achieve well. This results in many initiatives such as the drive to help pupils become more independent learners through, for example, their understanding of how to improve their work. The headteacher is actively involved in all aspects of the school's work. She leads from the front and is subject leader for English as well as successfully leading important whole-school improvements such as the Healthy Schools award. Leadership and management have been very effective in improving the personal development and the quality of care, guidance and support for all pupils to outstanding standards. A good number of improvements to pupils' progress and standards are underway but have not yet had their full impact and so pupils' progress is good rather than outstanding. The school is improving the quality of subject leadership which is not yet consistently good. Governance is good, and governors are involved in many aspects of the school's work. The school's evaluation of the effectiveness of its work is excellent, and the process of evaluation fully involves parents, pupils, staff and governors.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

5 February 2007

Dear Pupils

Wells Hall Community Primary School, Wells Hall Road, Great Cornard, Sudbury, CO10 0NH

Mrs Davies, Mr Naylor and I really enjoyed visiting your school last week and meeting you, Mrs Fardell, the staff and some of the governors. It was interesting to hear from you that you like school so much, you feel very safe, you appreciate that teachers try and make lessons fun, and you enjoy the healthy food at lunchtimes. We enjoyed eating our lunches with you. It was very helpful that many of your parents and carers filled in the questionnaires that you brought back to school for us.

Your school is a very friendly place that you enjoy. You do well with your reading, writing and mathematics because the teaching is good and you get a lot of help from your teachers and learning support assistants. Many of you take part in lunchtime and after-school clubs and are involved in plenty of sports. You live healthy lives and have lots of opportunities to say how you think the school should improve. The teachers and learning support assistants all work hard to help you learn, within and outside your classrooms, and all staff take excellent care of you. You behave really well and are keen to learn new things during lessons. You have very good opportunities to learn with your parents about the misuse of drugs and healthy eating.

The main things to do to make the school even better are to:

- Keep up the improvements being made to the teaching of mathematics in Years 3 and 4.
- Bring all work in science up to the standard of the best that some pupils are achieving.

You can help the school to get even better by continuing to behave well and doing your best work, and by thinking carefully about how you can improve your work.

With best wishes for the rest of the school year.

Mike Milton

Lead inspector