

Tribal Group
1-4 Portland
Square
Bristol
BS2 8RR
T 0845 123 6001
F 0845 123 6002

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



12 June 2007

Mrs G L McFarlane
The Headteacher
Wellington Primary School
Wellington
Hereford
Herefordshire
HR4 8AZ

Dear Mrs McFarlane

Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 6 June 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. My thanks also go to your deputy, the mathematics coordinator, the chair of governors, the local authority adviser and, of course, the children for their time and help during my visit. This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 27 and 28 November 2006, the school was asked to:

- improve progress and achievement of all pupils aged 7 to 11 in English, science and particularly in mathematics
- improve the quality of teaching and learning for pupils aged 7 to 11, especially in the way assessment is used to plan lessons
- make explicit the school's requirements for how lessons should be planned and delivered. Link this clearly to the evaluation of teaching and learning.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress towards addressing these areas of improvement.

The staff have worked hard to develop their teaching and lesson planning. Teachers have visited other schools and participated in a range of professional training, especially in mathematics, which has had a positive impact on teaching and learning. Expectations for pupils' progress are greater, with the result that pupils' achievement is improving in all areas of the school. School data and pupils' work show that standards in Year 6 have risen this year, especially in mathematics, and more pupils are attaining Level 5 in English, mathematics and science than in previous years. Pupils in Year 6 have made good progress in all three subjects to reach these higher standards. Standards and progress through Years 3, 4 and 5 are more variable. Most

pupils make at least satisfactory progress in one or more subjects but it is not consistent in each class. There are still some weaknesses in teachers' subject knowledge and their ability to plan the next important steps, that will ensure good progress, is variable. Teaching, however, has improved. Lesson plans are far more detailed, have a clear focus, and activities are more accurately matched to pupils' learning needs. More challenging targets for pupils' learning are identified and shared with the pupils who say they feel confident that they know what to do to improve their work. The use of assessment to inform planning has also improved. Lessons are planned in satisfactory detail for the first three days of each week. Teachers then evaluate pupils' learning and this becomes the starting point of lessons for the remaining two days. Where teaching is effective, this ensures the pace of learning accelerates because tasks build effectively on what pupils already know and understand. In some lessons, however, there is insufficient challenge built into the tasks and more able pupils, in particular, tend to mark time rather than press forward in their learning whilst others consolidate their understanding.

The headteacher and deputy headteacher have set clear expectations for lesson planning and a range of effective teaching strategies have been introduced as part of the school's participation in the Intensifying Support Programme. The headteacher has developed a successful system for monitoring pupils' standards and progress and this is used well to identify pupils who are likely to underachieve. Teaching assistants have participated in a range of professional training and are providing additional support for these pupils. The headteacher has a clear overview of achievement in each class in English, mathematics and science and is setting clear expectations for continued progress.

The school has been proactive in looking for support in order to improve its provision. The local authority has set out a strong action plan for the school's support but it was only recently sent to the headteacher. The school has received positive support but not as much as had been planned because of difficulties outside the local authority's control. Together, the school staff and local authority advisers have planned a good programme of further support.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Hazel Callaghan
Additional Inspector