

Wellington Primary School

Inspection report

Unique Reference Number	107230
Local Authority	Bradford
Inspection number	309348
Inspection date	22 January 2008
Reporting inspector	Joyce Taylor

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	498
Appropriate authority	The governing body
Chair	Mr Tim Barnett
Headteacher	Mrs Joy Wood
Date of previous school inspection	15 March 2004
School address	Dudley Hill Road Bradford West Yorkshire BD2 3DE
Telephone number	01274 774446
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector investigated the following issues: the standards achieved and pupils' progress, especially in Years 3 to 6; the standards in writing and mathematics in particular; aspects of the younger pupils' personal development; the capacity of the leadership to move the school forward. Evidence was gathered from the school's self-evaluation; national published assessment data; the school's own assessment records; policies; observation of the school at work; interviews with senior members of staff, pupils and two governors and the questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation were not justified, and these have been included where appropriate in this report.

Description of the school

This large school serves a stable, socially mixed area. Fewer pupils than average are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is slightly lower than average, and fewer than average have a statement of special educational need. Whilst the proportion of pupils from minority ethnic groups is average, most of these pupils speak English at home. The school has gained the Healthy Schools Award, an Activemark and has applied for an Artsmark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school and some aspects of its work are outstanding. The pupils receive a good education and under the exceptionally strong leadership of the headteacher, senior staff and governors, there are many opportunities for pupils to develop as confident and eager learners. This is evident, for example, through the pupils' improving rate of progress and the high quality of care they receive. The school's calm and happy atmosphere creates a sense of well-being and it is no surprise that pupils talk enthusiastically about their teachers and the work they do in lessons.

Recently, pupils' achievement has improved and is now good across the school. Over the past few years, achievement, by the end of Key Stage 2, has been patchy. For example, the school's thorough and rigorous assessment systems showed that in 2007, whilst almost half the Year 6 girls reached above average standards in writing, the boys did not do nearly so well. The school had already recognised pupils' lower standards in writing across the school and had introduced a range of effective teaching strategies that have resulted in strong improvement across the school. Similarly, standards in mathematics have been driven up from previously average levels through, for example, excellent coaching of teachers by senior staff. Termly targets set for each pupil are appropriately challenging. In the autumn term, pupils throughout the school were reaching and sometimes exceeding these targets because of the good progress they make. These successes support the school's view that standards are on course to be above average by the end of the year. Pupils in Years 1 and 2 achieve well and usually reach above average standards by the time they leave Year 2.

The school provides strong support for pupils with learning difficulties and/or disabilities. Very detailed notebooks, kept by experienced classroom assistants, show how effectively these pupils are encouraged and how closely their work is monitored. Those pupils who speak English as an additional language receive good support, and evidence shows how their progress speeds up once they grasp a working knowledge of English.

Very good relationships thrive in this happy and well organised school. A typical view expressed by younger pupils is, 'There is always someone there to look after us,' and 'big children help us if we fall over'. Pupils' spiritual, moral, social and cultural development is outstanding. They have very good opportunities to link with pupils and teachers of different cultures. Well planned curriculum activities provide plenty of opportunities for reflection and expression of thoughts and feelings. Pupils' behaviour is outstanding and they show a very mature response to occasional unkind incidents they may encounter. 'Our teachers tell us what to do, like taking no notice', they said. 'And it works.' Although pupils have an excellent understanding of how to stay healthy, they confessed, with giggles, that they still enjoy 'junk food' when they can get it. However, they have carried the messages about healthy eating home and confirmed that their families are interested in learning about healthy food. Pupils' understanding of acting safely, for example, when moving around school or out on visits, is excellent. Their outstanding personal development and their good achievement contribute strongly to supporting their future economic well-being.

Teaching is good overall and some teaching is outstanding. Lessons are planned to closely meet the needs of all pupils and this means they learn confidently. They know how well they are doing and what they need to learn next. In an outstanding session in Year 6, pupils structured their writing to take account of the target they were working towards and accurately identified

how well they had done. In a personal development lesson, excellent intervention by the teacher ensured pupils began to see things 'from the other person's point of view' and did not simply accept a negative comment at face value. Lessons proceed at a good pace and pupils frequently discuss their learning in pairs or small groups as a means to improving their understanding of what they have learned and developing their speaking skills. Teaching skills are developed through a very supportive process. Senior staff work alongside colleagues, helping them to plan lessons and evaluate how well the pupils learned. These effective approaches have supported less experienced teachers particularly well.

The staff have reviewed the curriculum to ensure learning is exciting and the overall provision is good. Some subjects are linked and some are taught separately according to what pupils need to learn next. The activities designed to extend the pupils' skills are unusual and stimulating. In a Year 2 religious education lesson, for example, opportunities to write wishes, whisper them to the wishing wall and post them through a tiny slot in the (cardboard) wall, delighted the pupils and stimulated their thinking. In the nursery, pupils hugely enjoyed the puppet version of 'The Gingerbread Man' and jumped with joy during an active nursery rhyme session. Outstanding developments to include wider opportunities for sport, for example, through using visiting specialists, many after-school clubs and involvement in competitions ensure the curriculum is developing well. Currently, there are few after-school clubs for pupils in the Foundation Stage and Key Stage 1 and these pupils say they would like to join in with activities outside lessons.

Outstanding leadership and management are provided by all staff with responsibilities for improvement. Staff take their roles extremely seriously and are working very effectively to raise standards, particularly in writing and mathematics. The headteacher and deputy headteacher form an excellent team. They have a highly accurate view of the school's performance and ensure all staff work effectively in order to accelerate the pace of developments. Procedures are in place to promote health and safety and child protection. Parents have confidence in the school and views expressed by several of them reflect their respect for the headteacher and the staff. Governors are extremely effective. They are challenging and persistent in their support of the school and know its strengths and weaknesses. They contribute their professional skills as a means of providing support to the staff and school. Together with teaching and support staff, governors contribute to a feeling of enthusiasm and friendship permeating the school. The school gives good value for money and has a good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

Most children join the Foundation Stage with skills that are generally in line with those typically expected, except in communication, language and literacy where they are slightly lower. Many Nursery children tend to use quite brief sentences or single words when communicating. By the time they move into Year 1, children are working within the expected goals in all areas. Learning opportunities in the Foundation Stage are stimulating and challenging and the children have many opportunities to choose and discuss their play activities. A strong focus on linking sounds and letters is effectively supporting aspects of literacy. These thoughtful activities and the good teaching ensure that children achieve well. Their progress is tracked extremely closely and lessons are planned to support identified areas of weakness. There is an appropriate range of resources, inside and outside the classrooms.

What the school should do to improve further

- Provide opportunities outside lessons for Foundation Stage and Key Stage 1 pupils to extend their learning.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Inspection of Wellington Primary School, Bradford, BD2 3DE

Thank you for your help when I visited your school recently. I very much enjoyed watching you work and talking with you in your classes and around school. Special thanks should go to the school council, who gave up some of their lunch break to talk with me. They told me that your school is really good and I agree with them. It gives you effective opportunities for learning, shows you how to get on together and provides you with a huge range of interesting and lively activities.

One of the really good things about your school is the way many of you know exactly how well you are doing and know what you need to learn next in order to get even better. You try hard in lessons and concentrate extremely well even though your work is difficult. Your teachers and classroom assistants are dedicated and extremely hardworking and they constantly try out new ideas to make learning interesting for you. I particularly enjoyed watching you decide how good you were as writers and hearing you make judgements about the characters in books.

Your parents say they are pleased you come to this school because it takes such good care of you and helps you learn. You told me you like looking after each other and I could see that you enjoy your lessons, you behave extremely well, are polite and show genuine concerns for each other. Your headteacher knows how well the school is doing and she knows exactly what to do to make things better. I know you like to take part in improving the school so I suggest you carry on working hard, especially with your writing. Younger pupils have no activities outside lessons and I know you would enjoy having some. I have asked your school to think of ways to help organize this.

You are enthusiastic about your school and I hope you carry on making Wellington Primary School a happy place to learn.