

# Wellington Primary School

## Inspection report

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<b>Unique Reference Number</b>	103081
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	336005
<b>Inspection dates</b>	24–25 September 2009
<b>Reporting inspector</b>	Peter Sudworth

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Ladbury
<b>Headteacher</b>	Lisa Cousins
<b>Date of previous school inspection</b>	5 December 2006
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons, and held meetings with the chair of the governing body, with staff and with groups of pupils. They looked at a wide range of documents, samples of pupils' previous and current work. They analysed 73 parent questionnaires together with pupil and staff questionnaires and comments.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the use of assessment in planning learning for different groups and tracking procedures to ensure that pupils are making adequate progress
- the skills and strategies of the senior leadership team in moving the school on
- evidence of improvements in the Early Years Foundation Stage provision
- pupils' progress and attainment in Years 1 and 2 and, in particular, the performance of boys.

## Information about the school

The school has seven classes, one for each year group and is of an average size. Pupils begin the Reception class full time in the September or January before their fifth birthday. Most transfer from the separate Nursery on the same site. The proportion of pupils eligible for free school meals is about double the national average. The proportion of pupils who speak English as an additional language is well above that in most schools. The proportion of pupils with learning difficulties and/or disabilities is higher than that nationally. The headteacher was not present during the inspection, having recently commenced maternity leave, and the acting deputy headteacher was leading the school. The school is part of a new federation managed by the governing body, which includes the Nursery and the Children's Centre on the same site. These were inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Several changes of staff in the recent past have slowed some pupils' progress and interrupted the momentum of the school's development. There are now signs of improvement, both in pupils' attainment and in the strategies that senior staff are adopting to move the school forward at a faster pace. This is shown, for example, in the effective procedures to improve teaching and learning through more rigorous monitoring and in the rising standards in Year 6, where attainment is now in line with the national average. The school's capacity for further improvement is currently satisfactory because it has yet to show that it can sustain and build upon these recent successes.

Pupils make faster progress in Years 3 to 6 than they do in the younger classes because the quality of teaching is good. This enables them to make up lost ground, especially in Years 5 and 6, where some of the teaching is outstanding. Children make satisfactory progress in the Reception class, but their reading, writing and mathematical skills are less well developed than other areas of learning. In Years 1 and 2, although standards are beginning to rise, attainment is still below average in reading, writing and mathematics. There are weaknesses in pupils' knowledge of letters and sounds and their ability to construct sentences. Boys do significantly less well than girls in reading and writing. Pupils' calculating skills in mathematics are also relatively weak.

Most pupils enjoy school and the majority of parents are content with their children's education. One parent summed up the views of most: 'I'm very satisfied with my children's school and wouldn't choose any other.' Pupils are well cared for and this is a major strength. The school is a welcoming place, with friendly staff, and pupils feel confident to share any worries they may have. The arrangements for safeguarding pupils are very secure. Most pupils behave well in and around school and contribute well in lessons. They show a good understanding of how to lead healthy and safe lifestyles.

The school is adapting and modifying the curriculum appropriately to meet the needs of different groups of pupils better. Presently, there are not enough opportunities for pupils to develop their skills in information and communication technology (ICT) through other subjects. The school has taken prompt action to improve the way teachers use marking to help pupils improve their learning. In addition, school leaders identified that some teachers were not using assessment information rigorously enough to plan the next steps in learning for each pupil. There is already evidence of improvement and some particularly good practice in Years 5 and 6, but this is not yet consistent across the school.

**What does the school need to do to improve further?**

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- Raise pupils' attainment and accelerate their progress in reading, writing and mathematics in Reception and Years 1 and 2, by: - improving pupils' understanding of letters and sounds (phonics) and their ability to construct sentences - providing suitably engaging and challenging activities to accelerate the progress of boys in reading and writing - enabling pupils to become more competent and confident in mathematical calculations.
- Improve the quality of teaching in Reception and Years 1 and 2 by ensuring that all teachers use assessment information rigorously to match work accurately to pupils' individual needs when planning their next steps in learning.
- Provide more opportunities for pupils to develop and use their ICT skills across the curriculum in order to enhance their learning.

**Outcomes for individuals and groups of pupils****3**

Although pupils' achievement is satisfactory overall, their progress is inconsistent across the school owing to variations in the quality of teaching. While the girls in Years 1 and 2 continue to build soundly on the foundations laid in Reception, boys do not maintain their momentum and there is some underachievement. Their progress picks up again in Years 3 to 6. Pupils with learning difficulties and/or disabilities make satisfactory progress, as do those who speak English as an additional language. This is because they receive appropriate support to meet their needs.

In Years 1 and 2, pupils' calculating skills in mathematics are not developed well enough because the work is not always matched carefully enough to the stage the pupils' have reached in their learning. The school has recently introduced a new way of teaching letters and sounds for pupils in the younger age groups and there are signs that this is having a beneficial effect on pupils' early writing skills. Throughout the school, pupils' skills in ICT are not as well developed as they should be because teachers are not yet fully familiar with new hardware and software. The school also lacks rigorous systems for tracking pupils' acquisition of skills in this subject.

Pupils make sensible choices at lunchtimes and engage readily in exercise at playtimes. The school council is developing its scope and influence. It has recently contributed to the improved lunch menus. Pupils undertake positions of responsibility in school, for example as prefects, for which they apply, and they also help to resolve minor disputes. The 'Eco' group maintains a flower bed in the local park. This is helping to develop links with the local community. Older pupils help the younger at playtimes and teach them new games. Pupils feel safe in school and they know how to keep safe when out and about. The pupil accident prevention officers remind pupils of safe practices, for example when crossing roads. Pupils are welcoming and friendly. They support a number of charities and learn about the work of those they support, which gives them an awareness of others' needs. They are increasing their knowledge of social and cultural diversity both in the United Kingdom and around the world. They are proud of their different cultural traditions and make friendships with others from different backgrounds. They have a good knowledge of what is right and wrong. Pupils behave well in school and have a good attitude to their learning. They celebrate each other's

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successes in good spirit.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching varies widely between year groups. It is strongest in Years 5 and 6, where it is sometimes outstanding. In an outstanding English lesson, pupils effectively dramatised and conversed in pairs to capture the atmosphere in a railway station in a war-time evacuation scene. This helped them to make excellent progress in grasping the importance of stimulating, engaging story openings. By contrast, younger pupils did not make as much progress as they should have in a mathematics lesson, because the activities were not matched well enough to their different levels of ability and too much of the content was taught to the whole class. In classes where tasks are not consistently well matched to pupils' different needs, this is because the records of pupils' learning are not always precise enough to show what pupils can or cannot do.

Teachers manage pupils well and form productive relationships with them. This helps pupils to develop positive attitudes to learning. They listen well and show interest. Teaching assistants support pupils' learning well in group activities but they do not

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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always engage well enough with them during the introductions to lessons.

The curriculum is a work in progress. The school recognises the need to make it more creative for the pupils and to improve the use of ICT as a tool for learning. There is a satisfactory range of clubs which take place after school. Visitors, such as the police, and visits to local places of interest, including places of worship, support learning in different subjects.

The staff take good care of the pupils. There is a good number of first-aiders and good, regular training for staff in different aspects of child welfare. Any unreported absences are followed through quickly and logged systematically. The learning mentor successfully provides a listening ear for those who have problems and involves older trained pupils in helping others. She maintains close links with families and is very vigilant and active in overseeing vulnerable pupils. Procedures for pupils to come back into school after playtimes are too prolonged and do not always ensure a punctual start to lessons.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The leadership team has gone through several changes of personnel in recent months. Despite this, senior leaders have continued to take action to move the school forward. Regular monitoring of teaching and learning has highlighted strengths and weaknesses, which have been shared with staff. This has resulted in improvements to the quality of teaching, although there is a clear recognition by senior staff that more needs to be done to raise its quality even higher, particularly in Reception and Years 1 and 2. The use of assessment to ensure that work is matched more accurately to pupils' needs has rightly been picked up by senior staff through this monitoring. Leaders have put together a clear agenda to drive the school's improvement further and to build up staff's skills even more. In this there is a clear focus on improving attainment through raising teachers' expectations for all pupils. The school's self-evaluation is not only accurate but it is also very honest. The school clearly knows itself very well. In recent months, staff have been well supported by the local authority in making improvements.

The governing body is gradually developing its expertise. Much time has been spent in organising the recent federation and its role in managing it. Link governors for different subjects are now in place, with scheduled visits to enable governors to draw on first-hand knowledge so that they can provide greater challenge and support. The

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school is a harmonious community which is seeking ways to promote cohesion beyond its own walls, for example by participating in local events such as the carnival. It has good systems to ensure safeguarding legislation is fully met. Its commitment to promoting equality of opportunity is evident in its improving systems for monitoring individual pupils' progress and providing additional support for those who need it.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### Early Years Foundation Stage

Typically, the children's attainment on entry to the Reception class is at the level expected for their age. They achieve satisfactorily in the Reception class and, at the end of the Reception Year, their overall attainment is generally in line with the national average. It is slightly below average in reading, writing and mathematical calculation, where it is also lower on entry. Children make good progress in their creative and physical development because of the good opportunities provided. Their personal, social and emotional development is good because teachers place great emphasis on developing the children's confidence and independence. Children enjoy using the colourful, stimulating resources. A new system is being used to teach Reception children their letter sounds in an effort to improve their reading skills, but it is too soon to judge its success.

Outdoor areas do not yet provide a full range of activities that encompass all areas of learning. They do not extend able children sufficiently because they are not organised well enough to create excitement and interest in the children's learning. There are some missed opportunities for developing children's language because they are not encouraged enough to ask or answer questions in full sentences and there is too much



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emphasis on listening to staff talking. In independent learning activities, children speak clearly to other children, showing a suitable competence for their age. Assessment is improving as teachers become more skilful in observing and recording children's learning. The monitoring of teaching and learning is becoming more rigorous, with a clear focus on improving quality.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Approximately a third of the parents and carers responded to the questionnaire. Most have positive views of the school. A few expressed dissatisfaction with the way the school helps them to support their children at home and its effectiveness in dealing with unacceptable behaviour. Inspectors noted that the school has put on events in the past to help parents support their children's learning, which have not been well attended. Leaders are aware that there is more to do in this respect. Inspectors found that there are good procedures for dealing with unacceptable behaviour. All staff, including the learning mentor, work together to sort out behavioural problems with the pupils concerned and their parents.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wellington Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	43	39	53	3	4	0	0
The school keeps my child safe	33	45	37	51	3	4	0	0
The school informs me about my child's progress	25	34	45	62	3	4	0	0
My child is making enough progress at this school	14	19	50	70	7	10	1	1
The teaching is good at this school	29	40	40	55	4	6	0	0
The school helps me to support my child's learning	15	21	48	66	10	14	0	0
The school helps my child to have a healthy lifestyle	21	30	43	61	7	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	22	45	69	5	8	1	2
The school meets my child's particular needs	16	23	46	65	8	11	1	1
The school deals effectively with unacceptable behaviour	26	37	35	49	9	13	1	1
The school takes account of my suggestions and concerns	16	24	44	65	8	12	0	0
The school is led and managed effectively	17	24	50	70	4	6	0	0
Overall, I am happy with my child's experience at this school	25	34	45	62	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 September 2009

Dear Pupils

Inspection of Wellington Primary School, Chingford, E4 6RE

Thank you for the warm welcome you gave us when we visited your school and for talking to us about what you do. The school provides a satisfactory education for you. You develop well as young people; we were interested to learn about your 'Eco' club and the work that prefects do in the school. You behave well and show interest in your work. You all get on well together and show a good respect for each other's backgrounds and beliefs. The staff take good care of you and there are effective systems in place to look after you and to make sure you are happy at school. The staff are very keen to do their very best for each one of you and to make your school even better.

There are three areas that I have asked the school to look at particularly in making further improvements. I have asked the staff:

- to help improve the standards that you reach, particularly in reading, writing and mathematics in the Reception class and in Years 1 and 2 ' in particular, to help the boys make faster progress
- to make better use of the records they keep of your progress so that they give you new work that takes your learning on further
- to provide you with opportunities to use computers and other technology in different lessons so you make better progress in this important aspect of your work.

Thank you once again for your help when we visited. I wish you all well for the future and hope that you will continue to work hard.

Yours faithfully

Peter Sudworth,  
Lead inspector

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