

Wellesley Primary School

Inspection report

Unique Reference Number	109113
Local Authority	South Gloucestershire
Inspection number	337217
Inspection dates	24–25 February 2010
Reporting inspector	Chris Kessell

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Paul Stafford
Headteacher	Andrew Lynham
Date of previous school inspection	17 January 2007
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Introduction

This inspection was carried out by three additional inspectors who spent at least half their time looking at learning. Inspectors observed 15 lessons and all teachers were seen at least once. Interviews were conducted with pupils, parents, governors and members of staff. Inspectors observed the school's work and looked at planning documents, minutes of meetings of the governing body, records of the school's monitoring of teaching and learning, policies related to health and safety, assessment data, evaluations made by the local authority and the responses of all 130 parental questionnaires, staff questionnaires and pupil questionnaires

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

- current attainment and rates of learning in all stages of the school
- whether boys make the same progress as girls
- whether there was sufficient evidence to substantiate the school's view that pupils with special educational needs and/or disabilities make outstanding progress.

Information about the school

Wellesley is slightly smaller than the average primary school. Almost all pupils come from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average, the majority having speech, language and communication difficulties. A breakfast club managed by the governors takes place every day before school.

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?

2

The school's capacity for sustained improvement

2

Main findings

Wellesley has improved since it was last inspected and now provides a good education for its pupils. They take pleasure in coming to school and work hard. 'I enjoy school because everybody is friendly and the teachers are helpful' is a typical comment. A very large majority of parents are happy with their children's experience at school.

Attainment is steadily improving especially at the end of Key Stage 1. Pupils make good progress from their starting points. Attainment is average in Year 6. Pupils learn well because teaching is consistently good. It is well paced and interesting. There are very good classroom relationships and good attention is paid to the needs of individuals. Effective marking helps pupils to understand what they need to do to improve. Pupils with special educational needs and/or disabilities make good progress. They are well supported, so they do well. Pupils talk confidently and maturely about their work and all have individual learning targets. However, some of the pupils are not clear enough about how they can use these targets to improve their learning.

The school's attractive learning environment and extensive grounds make it an exciting and interesting place to learn and play. Pupils especially like the opportunities they have at break times to take part in an outstanding range of play activities. Behaviour in classes and around school is good. A very small minority of pupils exhibit over-boisterous behaviour during breaks which is not liked by other pupils. Despite the school adopting recommended good practice across many aspects of its safeguarding arrangements, pupils' behaviour is not always supervised rigorously enough at break times. Pupils' understanding of making healthy choices is excellent. They relish the opportunities to exercise in sports clubs and welcome the daily 'wake and shake'. Healthy eating initiatives are popular and pupils know all about the dangers of smoking and misusing drugs.

Senior leaders and governors have a good understanding of what the school does well and areas for improvement. Effective systems are in place to track pupils' progress which provide a clear picture of how well pupils are doing especially in Years 1 to 6. Anyone who needs additional support is identified promptly. Senior leaders do not use Early Years Foundation Stage data well enough to analyse the performance of different groups across the different areas of learning. Pupils have not always performed as well in mathematics as they have done in English and science. The school has addressed this issue successfully as well as improving boys' learning and progress. These developments, along with the good overall improvement since the school's last inspection, indicate that there is a good capacity for sustained improvement.

What does the school need to do to improve further?

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- Immediately improve supervision at morning breaks and lunchtime so that over-boisterous behaviour is prevented.
- Improve pupils' understanding of their targets so that they have a greater impact on pupils' learning and progress.
- Ensure that school leaders make better use of Early Years Foundation Stage data to identify any variation in children's performance across different areas of learning.

Outcomes for individuals and groups of pupils**2**

The pupils' positive attitudes to learning make a big impact on their good achievement. They work hard and quickly become confident learners working successfully with partners and in groups. Good attention is paid to boys' learning so they are equally involved and interested in lessons. For example, an exciting lesson in Year 6 about writing a news report grabbed the pupils' interest especially the boys. Year 5 pupils made rapid progress in their understanding about the use of persuasive text because the challenging task was well matched to different groups. In a Key Stage 2 mathematics set, good use was made of the interactive whiteboard to explain an aspect of subtraction. Consequently, pupils were keen to contribute to the lesson and show others that they understood the task.

By the end of Year 6, attainment is average. This represents good learning and progress for the pupils since from their starting points in school. For the last two years, attainment at the end of Key Stage 1 has been steadily improving to above average in reading, writing and mathematics. These improvements are being maintained in Key Stage 2, but there has been insufficient time to have an impact on standards by the end of Year 6. Good attention is paid to the needs of individuals and variations in performance. As a result, boys are making better progress than they were and pupils are doing as well in mathematics as they are in English and science.

Despite concerns about occasional boisterous behaviour, pupils feel safe at all times. They are aware of potential risks such as those found on the internet. Pupils make a good contribution to the school and local community through groups such as the eco committee and school council. Younger pupils do not have as many responsibilities as their older colleagues. Pupils' high quality team work and ability to work independently prepare them effectively for their future education. Their enjoyment of school is reflected in above average levels of attendance. Spiritual, social, moral and cultural development is good. Pupils are reflective and respectful and get on well together. They are learning about a wide range of cultures and traditions through the current whole-school topic. Pupils are beginning to gain first-hand experience of meeting children from backgrounds different to their own.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers have high expectations of what pupils can achieve. Lessons are interesting so that pupils are enthusiastic about their learning. Careful use of assessment information informs planning well. This ensures that the needs and abilities of all groups of pupils are met well. Pupils are confident at reviewing their own work and that of others. They enthusiastically answer questions and are not scared to get things wrong. Teachers' verbal feedback to pupils is of good quality. However, some pupils do not have a sufficiently clear understanding about how learning targets can help them improve their work.

Pupils benefit from a good range of activities beyond lessons. Clubs are well attended. The school is at the early stages of developing a curriculum that is more relevant and creative for pupils. Pupils spoke enthusiastically about a whole-school trip to Bristol to start the current topic with a specific focus on multiculturalism. This added much to their enjoyment of learning.

Pupils' individual needs are important. The breakfast club, managed by the governors, provides a safe and caring environment for pupils before school. Effective guidance for pupils with special educational needs and/or disabilities results in their high levels of motivation and access to the curriculum. Intervention programmes in literacy and numeracy are successful. Teaching assistants are highly regarded and pupils think that all staff are kind. Pupils who find school difficult are supported effectively so that they are able to make the same good progress in their personal development and academic work as their classmates.

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These are the grades for the quality of provision

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

How effective are leadership and management?

Staff work well as a team and are proud to work at the school. The school's self-evaluation is accurate and informed by careful monitoring of teaching and analysis of performance data. The strong impact of leadership is seen in how effectively the headteacher and senior managers are embedding ambition and driving improvement which can be seen in their ambitious strategic plans. Leadership is distributed effectively across the senior management team although lesson observations tend to be undertaken by the headteacher. Governors involve themselves closely in the work of the school. They are supportive but also understand the importance of holding the school to account for its work. The school adopts good safeguarding practice but blind spots in the school grounds are not always adequately monitored despite a sufficient number of staff to undertake supervision. This makes the effectiveness of safeguarding satisfactory overall. The school is moving forward well with its community cohesion agenda. Strong local links have been established. A well-conceived action plan is developing international links and with children from differing cultures in the United Kingdom. Leaders and governors take seriously their responsibility to promote equal opportunities and tackle discrimination and the success of this commitment is evident in the way the school is closing the gap between boys' and girls' performance and variations in subjects.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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	
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Reception class in all areas of learning. They start the class with attainment that is lower than the expected level especially in their communication, language and literacy skills. Skilled and careful attention is paid to children's language development. This is successful, especially with the boys. As a result of good teaching, that pays careful attention to children's individual needs, children make good progress. Children join Year 1 with broadly average skills. A rich learning environment and very well organised curriculum provide the children with a wide range of activities. Children are successfully encouraged to explore and manage their own learning. Good use is made of the outdoor area allowing children to move freely between activities and across all areas of learning. Children enthusiastically worked as a team building a boat in the outside area having seen one in Bristol the day before. There are close links with pre-school settings and with parents that ensure children settle into school quickly. High levels of care and support are provided to the children. They quickly learn to work independently, share and take turns. Children look after their own things and school property well. Behaviour in the Reception class is exemplary. Leadership and management are good. Improvement in the children's creative development is an example of its effectiveness. School leaders do not make the best use of Early Years Foundation Stage data to look at variations between areas of learning or trends over time.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents are happy with their children's experiences at school and that they are safe and well cared for. The vast majority believe that their children enjoy school and that teaching is good. Inspectors endorse these views. A very small minority of parents had mixed views about whether the school deals with unacceptable behaviour, takes account

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of suggestions and concerns and whether the school is led and managed effectively. Inspectors interviewed a significant number of pupils about their behaviour. They felt that behaviour was good with a very small minority who were over boisterous at break times. Inspectors were satisfied that the school regularly seeks parents' views and that appropriate systems are in place to respond to concerns. Generally, parents are well informed by the school although inspectors would acknowledge that, occasionally, parents are given short notice about events. Inspection evidence indicates that leadership and management at all levels are good at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wellesley Primary School 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	57	52	40	2	2	2	2
The school keeps my child safe	79	61	44	43	6	5	1	1
The school informs me about my child's progress	48	37	74	57	8	6	0	0
My child is making enough progress at this school	62	48	57	44	11	8	1	1
The teaching is good at this school	75	58	52	40	3	2	0	0
The school helps me to support my child's learning	52	40	67	52	9	7	1	1
The school helps my child to have a healthy lifestyle	69	53	59	45	3	2	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)	47	36	67	52	3	2	0	0
The school meets my child's particular needs	58	45	64	49	7	5	2	2
The school deals effectively with unacceptable behaviour	43	33	65	50	16	12	5	4
The school takes account of my suggestions and concerns	39	30	69	53	16	12	4	3
The school is led and managed effectively	50	38	58	45	14	11	9	7
Overall, I am happy with my child's experience at this school	74	57	45	35	11	8	1	1

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 February 2010

Dear Pupils

Inspection of Wellesley Primary School, Yate BS37 3YR

On behalf of the inspection team, I am writing to thank you for the warm and friendly welcome you gave us when we came to inspect your school. Wellesley is a good school. You try hard with your work and make good progress. This is because the staff teach you well. You behave extremely well in class. However, many of you told us that a few pupils were inconsiderate with their behaviour at break times. We have asked the headteacher, staff and governors to deal with this immediately.

You cooperate well with each other in lessons and have good relationships with all of the staff. Lessons are interesting. Those of you who find your work difficult are well supported so that you can learn well. Not all of you fully understand how to use your individual learning targets to improve your work. We have asked the school to help you more with this.

The staff keep a careful eye on the progress you make especially in English and mathematics. This enables them to offer help and support to those of you who make less progress than expected. The children in the Reception class get off to a good start and make good progress. However, your teachers do not always make the best use of the information about Reception to check that progress is equally good in all the areas of learning.'

The headteacher, staff and governors are keen that the school becomes even better. You all agree that they have already done a good job at improving the grounds and increasing the opportunities for you to play. It is fantastic. You can continue to help the school get better by behaving as well outside the classroom as you do inside.

Best wishes for the future.

Yours sincerely

Chris Kessell

Lead inspector

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