

Wellington Primary School

Wellington, , Hereford, HR4 8AZ

Inspection dates 13–14 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school because

- It has made rapid improvements in teaching and learning and pupils’ achievement in all subjects is above average. Achievement is best in reading, but not so strong in writing.
- Pupils greatly enjoy school. They develop good attitudes to learning and are considerate to others.
- Pupils with disabilities and special educational needs, and those at risk of not succeeding, are well supported to make good progress.
- Pupils who are behind in their reading, writing and mathematics have extra help and some of them make exceptionally big strides in their learning.
- Good teaching and a good selection of activities in lessons help pupils to learn well.
- Pupils behave responsibly in and out of lessons. They want to do the right thing, to please their teachers and are confident about asking for help.
- Pupils feel safe in school. Rare attempts at bullying are promptly addressed and pupils know how to respond.
- The headteacher has ably and successfully promoted a strong belief throughout the school that everyone can improve and succeed.
- The governing body challenges the school well and benefits from the headteacher’s open style of management.
- Robust systems for monitoring and evaluating the work of the school have been established.
- The school provides interesting programmes for lessons and after-school clubs for pupils.
- Teachers have rigorously reviewed and improved their practice and morale is high.
- Weaknesses in the Early Years Foundation Stage identified in the previous report have been successfully addressed.
- Children in the Early Years Foundation Stage achieve well as a result of outstanding teaching.

It is not yet an outstanding school because

- Teachers do not always personalise their planning, fully check pupils’ understanding in lessons, and stretch the most able pupils.
- Some pupils do not always understand how to improve their work, particularly writing.

Information about this inspection

- The inspector spent four hours observing seven lessons, taken by four teachers. Two of them were joint observations with the headteacher. Additionally lessons were visited to gauge how well all pupils were engaged, and some pupils were heard reading.
- Meetings were held with the headteacher, staff, pupils, the chair of governors and representatives of the Local Authority.
- The inspector took account of 15 responses to the on-line questionnaire (Parent View) in planning the inspection.
- The inspector observed the school's work, looked at a number of documents, including records and documents relating to monitoring and evaluation, behaviour, safety, safeguarding and attendance. She examined 11 staff questionnaires and carried out a work scrutiny with the headteacher to assess progress.

Inspection team

Kathy Hooper, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average school whose pupils are all White British.
- There are slightly fewer pupils than at the time of the previous inspection.
- The number of pupils with disabilities and special educational needs on school action is about average for its size; the proportion who are on school action plus or supported by a statement is above average.
- A lower than average number of pupils is known to be eligible for pupil premium.
- Pupils are taught in four mixed age classes.
- Pupils exceed the government's floor standards.
- The school has the following awards: Artsmark Silver, Quality Mark for Special Educational Needs, and from the Football Association.
- There is a private nursery on the school site that is not managed by the governors.

What does the school need to do to improve further?

- Increase the number of pupils who achieve the higher levels of attainment, particularly in writing, by:
 - planning to use inspirational strategies that are sharply focused on pupils' individual differences particularly the most able
 - ensuring that all pupils know how to improve and present their work
 - checking learning throughout lessons, and through marking.
- Set more rigorous targets for teachers matched to the professional standards particularly with respect to:
 - planning lessons for a wide range of abilities including challenge for the most able
 - extending opportunities for reflection on pupils' learning through lessons and marking
 - ensuring that pupils always strive to do their best work.

Inspection judgements

The achievement of pupils

Good

- Pupils' achievement has improved considerably since the previous inspection. This is the result of improved teaching, and prompt attention to any under performance.
- The achievement of children in Early Years Foundation Stage is good. The new teacher has introduced more effective ways of working, for example, through learning journeys. The curriculum has been radically improved. Children quickly learn good routines and understand teachers' expectations.
- Attainment on entry is broadly average and pupils' achievement at the end of Key Stage 2 is above average in all subjects. They achieve best in reading and a large majority of pupils passed the phonic screening test at the end of Year 1. Whilst standards in writing have improved, pupils achieve least well in this area throughout the school.
- Some pupils make outstanding progress because interventions are targeted at pupils who are not making sufficient progress and those in danger of falling behind others.
- Pupils with disabilities and special educational needs are accurately identified and supported very well. As a result, they make at least good progress and for some their progress is outstanding.
- Although about half of Key Stage 1 pupils achieve higher levels in reading and mathematics, only a very small minority achieve higher levels in their writing. There is a similar pattern in Key Stage 2.
- Parents and staff agree that the school meets the needs of pupils well. Pupils confirm they make good progress and enjoy school.
- Year 6 pupils' written work is lively and thoughtful, and punctuation is accurately used. The fluent handwriting demonstrated in some exercises is not always reflected in their creative writing.

The quality of teaching

Good

- The quality of teaching is good and confirms the school's own evaluation. Where teaching is outstanding, there is a particularly clear focus on individual abilities.
- Teaching is generally consistent. Lessons are planned with a good range of activities that engage pupils well. The purpose of lessons is clear to pupils; planning, for different levels of ability, is in place, and resources are well chosen.
- Support staff ably direct the learning of groups of pupils, within and outside lessons. There is a good range of interventions to help pupils to address gaps in their understanding. Volunteers support those pupils who need reading practice and pupils say they enjoy reading.
- There is a positive climate for learning and pupils persevere extremely well throughout lessons. Teachers use questioning and reinforcement well to promote understanding.
- Accurate analysis of progress data enables teachers to be aware of pupils who are in danger of falling behind and, as a result, they have good oversight of the learning of different groups. All pupils respond responsibly to expectations and the most able pupils work well

independently.

- Pupils are fully engaged by problem solving activities, for example, when working out patterns in numbers. They respond well to challenge and collaborate productively with others.
- Overall, teachers do not take enough risks in their teaching and this occasionally limits the amount of challenge for the most able. In a lesson concerning different perspectives on the use of plastic bags in retail, there was a lively whole class discussion exploring relevant issues. This took a large part of the lesson, as a result, some pupils, though very interested, made little contribution.
- Assessments are moderated, accurate and frequent so that no pupil falls behind. Assessments in Early Years Foundation Stage have been moderated and are accurate. Adults use their assessments in lessons very skilfully to extend children's skills and understanding.
- Marking clearly identifies strengths and areas for improvement. However, there is not always evidence that pupils act on the teacher's suggestions for improvement.

The behaviour and safety of pupils

Good

- Behaviour throughout the school is good and there is an inclusive and orderly atmosphere. Records indicate a significant reduction in incidents of poor behaviour. There are clear expectations throughout the school that are well understood by pupils and consistently applied by staff.
- Pupils have very good attitudes to learning and describe lessons as 'fun'. Parents and staff agree that pupils' behaviour is good. There have been no exclusions since the new headteacher has been in post.
- Pupils feel safe in school as a result of improved safety measures. They report that any bullying is dealt with promptly. Although pupils are aware of cyber bullying, they say there is none because it is monitored.
- Attendance is well monitored. It has improved and is now above average. Appropriate rewards and strategies are in place to promote good attendance.
- Pupils take responsibility for others in a mature fashion, learn to tolerate differences, and clearly relish their social interactions. They are appreciative of the improvements in the quality of lessons, attitudes of teachers, and improved facilities and equipment.

The leadership and management

Good

- Excellent leadership and management implemented by the headteacher has welded a strong team of enthusiastic staff who appreciate the professional approach to the development of their practice. Morale is high and teachers have been buoyed by their recent successes.
- Focused use of data analysis and systematic monitoring and evaluations have helped to raise expectations throughout the school and ensure all pupils achieve equally well. There is a direct link between pupils' progress, teachers' targets and their training needs, and the school development plan.
- The role of subject leaders is developing well. Good practice, derived from their own experiences and from training, is shared to achieve improvements and consistency. Pupils

are consulted about their experiences.

- Observation of lessons, work scrutiny and learning walks are carried out regularly and there are frequent pupil progress meetings. Feedback from the headteacher is rigorous and helpful. There is, therefore, a strong feeling of teamwork and a clear focus on priorities.
- Policies have been re-written and staff are well involved in their generation and review. As a result there is a feeling of ownership, and good practice throughout the school is shared.
- The local authority has been very supportive of these initiatives. It has advised on standards and helped to review practice. As a result, there is good awareness of the need for continuous improvements.

■ **The governance of the school:**

- Transparent management by the headteacher ensures governors challenge the headteacher, and effectively support developments in an informed manner.
 - Sub-committees have been reviewed with clear roles and functions including oversight of standards and the curriculum.
 - Governors are involved in the life of the school, for example, through work scrutiny and classroom visits, and discussions with staff and pupils.
 - The performance of teachers is taken into account in salary reviews and governors have a firm grasp of financial planning.
- The curriculum is broad and balanced and is under constant review to make it increasingly relevant. It is strongly underpinned by their 'values' curriculum. There are regular thematic weeks, such as one about Ghana, and regular opportunities are provided to address issues of discrimination.
 - Pupils develop their spiritual, moral, social and cultural awareness well through lessons, after school clubs, such as art, cookery and sports, and there are many good opportunities to work in and with the community. Pupils have attended workshops with the local football club on respect. They learn about their environment, for example through Forest School.
 - Every opportunity is taken for engaging parents and carers. The school has an open-door policy and makes good use of the website, parents' evenings, and questionnaires. Teachers hold workshops to explain how to support children at home.
 - There are robust safeguarding procedures that are kept under review through monitoring and staff training. There is a paediatric first aider in the Early Years and all staff are well trained. There are regular reviews and reports to governors.
 - The rapid progress made in raising the achievement of all pupils over the last two years are testament to the school's strong determination to improve and indicate good capacity for further improvements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116745
Local authority	Herefordshire
Inspection number	405662

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	97
Appropriate authority	The local authority
Chair	Shaun Losh
Headteacher	Wendy Harrison
Date of previous school inspection	12 January 2011
Telephone number	01432 830264
Fax number	01432 830020
Email address	admin@wellington.hereford.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

