

Wellington Primary School

Sutton Lane, Hounslow TW3 4LB

Inspection dates 13–14 February 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Good and some outstanding teaching ensures that pupils achieve well and make good progress, especially in reading and in mathematics where attainment and progress are above average.
- The curriculum is broad and balanced and provides opportunities for pupils to apply their skills in mathematics in real-life situations.
- The strong behaviour policy, consistently applied, supports the good behaviour seen in the school. Pupils feel safe and parents and carers share this view.
- The teaching of reading is a strength throughout the school. Pupils read well and are enthusiastic about reading.
- Relationships within the school are positive. Pupils enjoy coming to school. They say they learn in a 'friendly environment'.
- Parents and carers are overwhelmingly positive about the school. They have regular contact with teachers and are kept well informed about the progress of their children.
- Leaders and managers have maintained above average standards since the previous inspection. All leaders, including governors, hold teachers to account for the progress pupils make.
- Children make good progress in the Early Years Foundation Stage because planning and teaching are good.

It is not yet an outstanding school because

- Although teachers mark books regularly, marking does not always provide pupils with sufficient guidance as to how they can improve their work, particularly in writing.
- Teachers do not always use assessment information to plan lessons which meet the needs of all groups of learners, especially in writing.

Information about this inspection

- The inspection team observed 24 lessons, of which 16 were jointly observed with the headteacher, deputy headteacher or assistant headteacher.
- One assembly was observed which was led by the headteacher.
- Meetings were held with a group of governors, with senior and middle leaders and with pupils. Inspectors spoke to a representative of the local authority, to assess the nature and impact of its support.
- The inspection team looked at a range of documents, including the school’s self evaluation and improvement plans, governor minutes and reports, information on the current progress of pupils in the school, as well as their progress over the last three years. The inspectors also examined the school’s policies in relation to safeguarding, behaviour and attendance and arrangements for the management of staff performance.
- The inspection team took account of the 29 responses to Parent View, Ofsted’s online questionnaire, informal discussions with parents and carers on the playground and the school’s own parental survey.
- The inspection team looked at the school’s website.

Inspection team

Jill Thewlis, Lead inspector

Additional Inspector

Simon Adams

Additional Inspector

Dr (Lady) Kanwaljit Singh

Additional Inspector

Full report

Information about this school

- Wellington Primary School is a much larger than average sized primary school, with 520 pupils on roll, including the Nursery.
- The school has two classes in each year, apart from in Year 1 and Year 2, where there are three classes.
- The school meets the government floor standards which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils from minority ethnic groups is above that found nationally.
- The proportion of disabled pupils and those with special educational needs supported at school action is above that found nationally. The proportion supported at school action plus or with a statement of special educational needs is below that found nationally.
- The proportion of pupils eligible for the pupil premium, which is additional funding provided by the government to support pupils known to be eligible for free school meals, in local authority care or from service families, is below that found nationally.
- The headteacher has recently been appointed as a National Leader of Education. The school supports other local schools.
- There are consultations currently taking place to expand the school and put it on two sites. These plans have been ongoing for some time.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding and improve pupils' attainment and progress in writing by:
 - ensuring that marking gives pupils clear guidance about how to improve their work
 - ensuring that teachers use assessment information to match work to the abilities of the pupils.

Inspection judgements

The achievement of pupils is good.

- Pupils enter the school with skills and abilities well below those expected for their age. They make good progress in Nursery and Reception and enter Year 1 at broadly expected levels.
- Achievement in Key Stage 1 is good. Pupils attain more highly than others nationally in all areas, sometimes significantly, because basic skills are taught well.
- In the most recent phonics screening check (linking letters with the sounds they make), pupils scored well above the national average because phonics is taught systematically and thoroughly. Pupils who were rechecked in Year 2 also scored more highly than others nationally.
- Achievement at Key Stage 2 is strong in reading and in mathematics because teaching is at least good and sometimes outstanding. Attainment in tests at the end of Year 6 is typically above average in reading and mathematics as is the rate of pupils' progress. Pupils have regular opportunities to apply their mathematical skills in real-life situations.
- Achievement is not yet outstanding because the attainment and progress of pupils in writing across the school is not as strong as that found in reading and mathematics. Pupils are not given enough guidance about how to improve their work, or always given appropriate work, to allow them to make the best possible progress.
- Work in books and assessments by teachers show that progress since September for pupils from different backgrounds is good. The most able pupils are challenged and have made good progress, particularly during this academic year.
- In the 2013 Year 6 tests, there was no significant difference in the performance of pupils eligible for pupil premium funding compared to other pupils in the school. Currently, eligible pupils in Year 6 are doing as well as other pupils in writing, but are six months behind in reading and mathematics. The school is aware of this and has put appropriate support in place.
- Disabled pupils and those with special educational needs make good progress from their starting points because support is well targeted. The school uses outside professional expertise to provide additional support where necessary.
- Pupils who speak English as an additional language are well supported. The school quickly identifies those pupils who have language barriers and provides sharply focused support. Consequently, these pupils make good progress from their starting points.

The quality of teaching is good.

- The majority of teaching is good or better. An outstanding mathematics lesson was seen in Year 6 where the teacher used effective questioning to deepen understanding and provided tasks which were well matched to the abilities of pupils. As a result, pupils made rapid and sustained progress in their knowledge and understanding.
- The planning and teaching in the Early Years Foundation Stage are good and, consequently, pupils make good progress from their low starting points.
- Phonics is taught systematically and thoroughly. Pupils in Key Stage 1 are able to successfully apply their phonic knowledge to read unfamiliar words. They also apply their skills well in writing.
- As pupils progress through the school, the teaching of writing is not as strong as it is in reading and mathematics. Teachers do not always use assessment information well enough, and as a result give pupils work which is either too easy or too hard. As a result, pupils do not make as much progress as they could. Teachers mark books regularly. However, pupils are not given clear enough guidance about how to improve their work.
- There is some good use of teaching assistants, who have all received appropriate training.

However, in a few weaker lessons, teaching assistants were not always well deployed.

- Disabled pupils and those with special educational needs receive appropriate support and this enables them to make good progress.
- Pupils in receipt of pupil premium funding are well supported and as a result achieved as well as other pupils in the 2013 tests.

The behaviour and safety of pupils are good.

- The behaviour of pupils is good. Parents, carers and pupils are emphatic that behaviour is good. Pupils are courteous and friendly. The strong emphasis on playing and working cooperatively is successful and is evident throughout the school both in lessons and at break times.
- The majority of pupils in most lessons are keen to learn and apply themselves to their tasks with enthusiasm. In a few lessons where teaching is weaker, pupils sometimes lose focus and do not make the progress of which they are capable.
- There is a purposeful atmosphere within the school which promotes good learning.
- Parents and carers say they are kept well informed about the progress their children make and that teachers are always available to discuss concerns. Parents and carers say any concerns are dealt with promptly.
- The school is fully inclusive and celebrates diversity. All pupils have equal opportunities.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe in the school and parents and carers endorse this view wholeheartedly. Pupils understand about the different forms of bullying, including cyber bullying. They say, and school records support this, that instances of bullying are rare but that where any poor behaviour or bullying occurs, it is dealt with immediately.
- The school promotes pupils safety when using the internet well. The headteacher and leader of information and communication technology (ICT) have received appropriate training.
- Attendance is an improving picture from the previous inspection. The school works well with families and is stringent about following up absence.
- Comprehensive systems are in place for undertaking risk assessments and for the recording of any child protection concerns.

The leadership and management are good.

- Leaders robustly hold teachers to account for the progress of the pupils through regular, rigorous monitoring. Frequent lesson observations are undertaken by all senior leaders, together with checks on the quality of pupils' work and teachers' planning.
- Leadership and management are not outstanding because achievement and progress, especially in writing, are not outstanding. Leaders have recognised this and are now addressing the issue. However, the impact of this work is not yet evident in the attainment and progress of pupils.
- Clear guidance is given to teachers as to how they can improve their teaching. Teachers understand the link between performance and salary progression. Teachers value the professional development opportunities made available to them.
- Middle leaders are strong and have sharply focused plans which they monitor regularly. They make regular reports to the governing body.
- The performance of pupils is thoroughly checked by senior leaders, including governors. All

teachers have targets for the progress of pupils within their class. Pupils too, are aware of their targets and levels.

- The school provides a broad and balanced curriculum. There are many opportunities provided to enhance the curriculum and the school takes advantage of the many cultural opportunities available to London schools. The school provides well for the spiritual, moral, social and cultural education of its pupils.
- The additional primary sport funding is well used to provide staff training. Links have been made with a local secondary school which allows the school access to additional facilities and expertise. A wider range of sporting activities is provided and plans have been implemented to encourage pupils to adopt a healthier lifestyle through the 'Change for Life' programme.
- The ongoing plans to expand the school in the longer term have hindered the school from making improvements to the outside facilities. At times the outside spaces are overcrowded.
- The local authority has provided light-touch support since the school's previous inspection. It has supported the school by undertaking lesson observations with senior staff to make sure their judgements were accurate.
- Parents and carers are extremely supportive of the school and appreciate the availability of the staff. They value the range of after-school activities, although the parents and carers of younger children feel more could be offered for this age range. Most parents and carers feel homework is appropriate but some believe there is too much.
- The school meets all statutory safeguarding requirements. Procedures are consistently followed by all staff because they are well established. There is a named governor responsible for reporting safeguarding issues to the governing body.

■ **The governance of the school:**

There are a number of new governors who are undergoing a comprehensive training programme, including the analysis of data. There are some experienced governors who are able to provide challenge and act as positive role models for newer members. Governors are clear about the strengths and weaknesses of the school and understand the use of pupil premium and additional sport funding. Governors make good use of the data dashboard and are provided with detailed information by the headteacher about the quality of teaching and its impact on attainment and progress. Financial management is good; the school's finances are secure and on a sound footing. Governors understand the link between salary progression and performance for all staff, including the headteacher. They are quite clear that only where performance is good would an increase in salary be authorised. Governors meet their statutory obligations and all safeguarding requirements.

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	102505
Local authority	Hounslow
Inspection number	440962

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	All through
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	520
Appropriate authority	The governing body
Chair	Mal Sondh
Headteacher	Deborah Norton
Date of previous school inspection	6–7 December 2010
Telephone number	02085706130
Fax number	02085728046
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