

# Wellow Primary School

## Inspection report

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<b>Unique reference number</b>	115959
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	379175
<b>Inspection dates</b>	10–11 July 2012
<b>Lead inspector</b>	Gavin Jones

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>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Di Chamberlain
<b>Headteacher</b>	Jo Cottrell (Executive headteacher)
<b>Date of previous school inspection</b>	26–27 November 2008
<b>School address</b>	Romsey Road West Wellow Romsey SO51 6BG
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	10–11 July 2012
<b>Inspection number</b>	379175



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## Introduction

Inspection team

Gavin Jones

Additional inspector

Janet Maul

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed eighteen lessons of which two were observed jointly with a member of the senior leadership team. All teachers, who were present at the time of the inspection, were observed at least twice. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work and looked at a range of documents including those relating to safeguarding, the school development plan and the school's monitoring and analysis of its provision. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They scrutinised the responses to the inspection questionnaires from 73 parents and carers, 23 staff and 36 pupils.

## Information about the school

This is a smaller-than-average sized primary school. Most pupils are from White British backgrounds and no pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average, while the proportion of pupils supported by school action plus or with a statement of special educational needs is well below the national average. The Early Years Foundation Stage comprises children of Reception age, taught in one class. The school meets the government's floor standards, which set minimum expectations for pupils' attainment and progress. The school has the Activemark award and Healthy Schools status.

Since the previous inspection there have been considerable changes in staffing. The school was federated in September 2010 with Awbridge Primary School and became part of a collaboration with Halterworth School in September 2011. The executive headteacher has responsibility for all three schools. The head of teaching and learning at Wellow was previously its acting headteacher.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It has shown recent and rapid improvement. Pupils achieve well and the quality of teaching has improved with the support of the collaboration. The school is not yet outstanding because not all teaching is of the highest quality necessary to promote the highest levels of achievement and because aspects of monitoring the school's work need development.
- Pupils make good progress in the Early Years Foundation Stage. They make satisfactory progress in Key Stage 1 and good progress in Key Stage 2, and achieve well by the end of Year 6. Different groups of pupils, including disabled pupils and those with special educational needs, make equally good progress. Pupils known to be eligible for free school meals are now working at levels very close to those of all other pupils.
- Teachers provide a range of imaginative activities that interest pupils, absorbing them in their learning. Lessons are pitched carefully to meet the needs of all pupils, providing considerable challenge for all. Where lessons are satisfactory, questioning does not always check the levels of understanding of different groups of pupils so that teaching might be modified to ensure better progress.
- Pupils behave well in lessons and around the school. They are typically courteous and thoughtful. Pupils are enthusiastic learners. They feel safe and place great trust in staff.
- The partnership between the executive headteacher and the head of teaching and learning provides the school with strong and effective leadership. The impact of their drive and vision is now being seen through improvements in achievement, the quality of teaching, the use made of data and the impact of pupil progress meetings. The school recognises that the monitoring role of both the governing body and some subject leaders requires development in order to support further school improvement.

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

- Improve the quality of teaching to outstanding by:
  - developing questioning skills so that teachers can accurately check

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- progress during lessons and re-shape learning where necessary
- sharing best practice in teaching in the school with all teachers.
- Develop the role of subject leaders and members of the governing body by:
  - ensuring that all subject leaders monitor the quality of teaching and learning in their subjects across the school
  - improving the quality of governance so that all governors contribute more fully, through monitoring, to future improvements in the school.

## Main report

### Achievement of pupils

Inspection evidence supports the strongly-held views of parents and carers that pupils make good progress in their learning and achieve well. Children enter Reception with skills broadly in line with those expected for their age, although their language and literacy skills are slightly lower. They make good progress in Reception and throughout Key Stage 2. They make satisfactory progress in Key Stage 1 as the quality of teaching, although improving, is not consistently good. Typically, pupils develop new skills quickly and consolidate them by applying them in a range of situations. Disabled pupils and those with special educational needs make similar good progress.

Pupils' attainment in reading is average by the end of Year 2. By the end of Year 6 it is well above average as it is in writing and mathematics. This shows particularly good progress for all groups of pupils and particularly for those pupils known to be eligible for free school meals, as they rapidly close the gap on their peers. Work carried out, especially in Reception and Key Stage 1, in phonics (the links between letters and sounds) supports reading well. The regular daily guided reading work in Key Stage 2 gives good support to pupils' progress.

In a Key Stage 1 science lesson pupils achieved well as they sorted a wide range of objects, deciding which were alive, not alive or never had been alive. The level of interaction between pupils was high as they discussed their objects. Then, moving to the next table, they challenged the ideas of others. In a mathematics lesson, about designing cardboard boxes to contain tennis balls, Key Stage 2 pupils all achieved well as activities were matched well to the needs of all groups. Links to previous work helped pupils see the relevance of their activities. Work was very practical and related to real-life activities.

### Quality of teaching

Teaching is consistently good in Reception and in Key Stage 2, but more variable in Key Stage 1. Almost all parents think teaching is good. The teaching of disabled pupils and those with special educational needs is good because their needs have been clearly identified and skilled teaching assistants make a significant contribution in supporting their learning. The new inclusion manager has streamlined

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assessments and support staff are well deployed.

Among strengths seen in teaching are excellent relationships between adults and pupils. This supports learning well. Pupils work regularly with learning partners in discussions, working at joint projects and, in some classes, checking the quality of their partner's work. This was evident in a Year 4 lesson as pupils discussed religious artefacts. Marking has improved and now more consistently helps pupils in their next learning steps. Teachers' questioning is good in many classes. In some, however, teachers leave questioning, to check on progress, until the end of the lesson. As a result, opportunities to identify misunderstandings and to modify the lesson are missed.

The curriculum provides a wide range of interesting and relevant activities to support learning. The school has developed 'integrated learning units', with several subjects being linked together to give a wider range of opportunities to use skills of literacy, numeracy and information and communication technology (ICT). A Year 6 topic on writing adventure stories included aspects of history, the use of ICT and practical book making. This approach was motivating for pupils.

Teaching makes a strong contribution to the good provision for pupils' spiritual, moral, social and cultural development. This happens regularly in circle time and discussions about issues such as the environment. Sporting activities both during lessons and after school provide an important extension to the curriculum.

In Reception the teacher uses routines well to support children's understanding of language as they discuss the morning and prepare for the day. Children experience a balance of different activities. Some work is directed by adults, other activities follow children's own ideas as children move freely through various rooms indoors to the well-resourced outside area.

Reading is taught well in the school. Sessions teaching letters and sounds to younger children move their learning forward rapidly. Guided reading in the rest of the school builds on this good starting point. In a Year 3 guided reading lesson groups of pupils were reading to Year 6 partners, listening to taped stories, discussing books with the teacher, exploring non-fiction books connected to their topic or completing comprehension activities on a group reading book.

### **Behaviour and safety of pupils**

During the inspection pupils' behaviour was never less than good and sometimes exemplary. The school's records show that this is typical. Most parents and carers agree, although a small minority think that the school could do more to ensure that this is the case. In discussions with pupils, they all say that their lessons are rarely disrupted by bad behaviour and that bullying is a very rare occurrence. One pupil said that it was more often 'a difference of opinions'. They all said they felt safe in school and their parents agree with this. Good attention is paid to teaching aspects of road safety and to alerting children to 'stranger danger'. They understand about

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internet safety and most feel that if they have any problems adults will help them. Peer mentors are on hand at play times to help sort out any issues. Pupils are very keen to explain the school and class systems of rewards and sanctions, which they support.

All significant groups of pupils have good attendance. The school regularly announces the class attendance rates and in many classes there are photographs of a range of pupils who have not missed a day's school this year. Pupils are proud of their contribution to the school council and to other groups looking at environmental issues.

### **Leadership and management**

The outstanding driving force for recent improvements in achievement and in teaching and learning has come from the comparatively new partnership between the executive headteacher and the head of teaching and learning. They have steered the school through a difficult period of change and have kept a clear sense of direction and focus. Senior leaders monitor lessons accurately and regularly. Teachers' professional development is well managed. This has led to an improvement in the quality of teaching, satisfactory at the previous inspection. A programme of peer observation and coaching has been effective, contributing to improvement in teaching and the achievement of pupils. The school acknowledges it would benefit from continuing this approach to sharing best practice in teaching. The most recent results of the National Curriculum tests show that virtually all pupils reach the expected levels in English and mathematics; Level 5 scores are the highest ever. These improvements, linked to a clear development plan, show that the school has good capacity to sustain improvement.

Data on pupils' progress are now used effectively by teachers and leaders alike to focus on individual pupils, particularly at termly progress meetings. The inclusion manager attends these meetings ensuring that the needs of any groups, whose situations make them vulnerable, are discussed and their needs met. As a result, all groups make similar good progress.

A small number of parents and carers express concern about behaviour and bullying. Inspectors understand their concerns but find that the school has effective systems for managing behaviour. The very small number of pupils for whom behaviour is an issue are well managed and are seen having effective individual support.

The school promotes equal opportunities well through its policies and an ethos which values individuals and celebrates diversity. To this end it carefully tracks pupils' progress. The curriculum offers stimulating and relevant themes and topics alongside well-planned work in English and mathematics. Outdoor work inspires appreciation of natural things and residential visits strongly support pupils' social and moral development. Assemblies provide further support for pupils' good spiritual development. A range of cultural activities and visits plays a strong part in supporting cultural development. Lunchtime and after-school club activities provide further

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enrichment to the curriculum. The winning of the Southampton Rock Challenge by the school illustrates a wide range of performing arts activities further enhancing the curriculum.

The comparatively new governing body is kept well informed by senior leaders and has ensured that safeguarding procedures are fully in place. Governors are now much clearer about their roles and responsibilities and are beginning to embark on a much wider range of monitoring activities. In the same way, subject leaders for subjects other than English and mathematics are being given more advice about monitoring their subject, but do not yet have regular opportunities to observe learning in order to identify where improvements might be made.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



12 July 2012

Dear Pupils

### **Inspection of Wellow Primary School, Romsey SO51 6BG**

It was lovely to talk to so many of you when we visited your school recently. We were very impressed with your success in the Rock Challenge and with the amount of vegetables in your garden. When the rain stops I hope that you will be able to harvest them.

We judged your school to be good. You leave school with standards that are well above those of most children of your age. You make good progress in your lessons and you achieve well. This is mainly because of improvements in teaching across the school and your own good attitudes to your work.

In our discussions with you and in your questionnaires, you say that you all feel safe in school and that behaviour is typically good, although a very small number of pupils do need extra help with their behaviour. Most of your parents and carers agree with this and feel that staff look after you well and that you make good progress. You enjoy school and attend regularly.

I have asked the school to do two things to improve the school even more by:

- ensuring that your teachers are helped to make more of your lessons outstanding, especially by asking questions to check your understanding early on in lessons
- seeing that governors and subject leaders have more opportunities to see you at work in your classes so that they too might make suggestions for further improvement.

All of you can help by maintaining your good attitudes in lessons and attending regularly.

Yours sincerely

Gavin Jones  
Lead inspector

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