

## Wellsprings Primary School - Context

[Wellsprings Primary School](#) is a 2 form entry 4-11 age school, with a school roll of 294 pupils (48% boys, 52% girls- NAT 51%/49%). The proportion of Pupil premium children is 34% compared to 23.5% nationally. 4% of pupils have English as an additional language, compared to 20.9% nationally. Pupils supported with an education, health and care plan is well above the national average (5.4% compared to 2.0%). The proportion of pupils who receive special educational needs support is above the national average (14.2% compared to 12.6%).

A typical view of parents includes: 'Wellsprings is an excellent school that puts everything into giving the children the best schooling experience they can.' [OFSTED, July 2019](#)

### Areas for development from the [last inspection](#)

#### Improve the effectiveness of leadership and management further by:

– implementing consistent routines and expectations of pupils when moving around the school and between different parts of the school day

– strengthening relationships and communication with all parents, particularly to ensure a shared understanding of the school's approach for behaviour management.

#### Improve teaching, learning and assessment further by:

– raising teachers' expectations of the quality of pupils' writing in other subjects across the curriculum, including spelling in key stage 2

– re-evaluating the curriculum for pupils to deepen their knowledge and breadth of skills, (such as research, analysis and observation) consistently in other subjects, particularly science.

### Progress Measures

- KS2 progress (2017-19) is above the national over the three years in Reading, Writing and Maths; above LA average over the three years: Reading +0.1, Writing +1.4 and Maths +0.7.

- EYFS, Y1 Phonics and Y2 SATs outcomes are in line with National; Y6 outcomes are in line with national outcomes, particularly looking at the three-year trend (2017-19).

- As OFSTED noted 'The upward trend at the end of both key stages is being sustained.' July 2019

- Persistent Absence rates have been historically improving. OFSTED noted 'As a result (our leader's work), attendance is now similar to the national average, including for disadvantaged pupils. The proportion of those with persistently high absence has fallen and is now better than the national average.'

- 2023 SATs indicate that pupils at the end of KS2, do not make enough progress in their reading.

- Pupil premium children achieved well in Year 2/6 in 2022 SATs. Please refer to [Appendix 1](#)

## Performance Data – July 2022

| End of Year | 2022 School EXS | 2022 School GDS | NA EXS | NA GDS | 2022 School progress |
|-------------|-----------------|-----------------|--------|--------|----------------------|
| EYFS (GLD)  | 71%             |                 | 72%    |        |                      |
| Y1 Phonics  | 64%             |                 | 75%    |        |                      |
| Y2 Reading  | 71%             | 19%             | 65%    | 14%    |                      |
| Y2 Writing  | 63%             | 17%             | 58%    | 6%     |                      |
| Y2 Maths    | 69%             | 21%             | 70%    | 14%    |                      |
| Y2 Science  | 94%             |                 | 82%    |        |                      |
| Y6 Reading  | 63%             | 10%             | 73%    | 27%    | -3.09                |
| Y6 Writing  | 65%             | 8%              | 69%    | 14%    | -1.23                |
| Y6 Maths    | 78%             | 13%             | 71%    | 21%    | -0.05                |
| Y6 GPS      | 55%             | 17%             | 70%    | 28%    |                      |
| Y6 Science  | 80%             |                 | 83%    |        |                      |
| Y6 RWM      | 45%             | 0%              | 58%    | 11%    |                      |

## Overall Effectiveness: Grade 2

- Quality of Education is good because there is a **broad and balanced curriculum** in place, teachers have good subject knowledge and **reading** is given a high priority. Outcomes are good and progress measures over time are above national averages (over 3 years 2017-19).
- **Behaviour and Attitudes are good** because pupils are keen to learn, have good attendance and pupils respond well to the high expectations of the staff in terms of behaviour and achievement.
- Personal Development is good because pastoral care and the wellbeing of both pupils and staff has a high priority across the whole school community. Children are respectful of each other and interact well. **Warm relationships exist between staff and pupil**.
- **Leadership and Management is securely good** because leaders have a clear awareness of the school strengths and weaknesses and are effective in addressing areas for development swiftly. **The SLT place staff and pupil wellbeing as a priority and there is a strong culture of safeguarding. Governance is strong.**
- **EYFS is securely good because pupils make good progress.** Pupils also benefit from skilful and committed staff and an engaging curriculum which makes effective use of the huge outdoor environment.

## Quality of Education: Grade 2

### Strengths (Evidence)

#### Intent:

- Currently, the school delivers a **high quality education in English** (Reading, in particular particularly in FS-KS1), **maths and PE** with the intention of improving other subject areas through a strategic process of school development planning. (SEP Feb 2021).
- The school's **vision and values are at the core of the curriculum intent**.

#### Implementation:

- *Teachers know pupils well and use assessment information to plan work that meets pupils' needs'. Leaders provide a range of rich experiences for pupils to develop their spiritual, moral, social and cultural development. These foster a keen understanding in pupils about **citizenship and British values**. (OFSTED, July 2019).*

#### Impact:

- Current pupils make particularly **good progress in reading, phonics and maths**. Data shows that the proportion of pupils meeting ARE expectations across the school has risen in 2021-22, with SEND and PP meeting NAT comparisons.
- Children have made **good progress in their writing** (OFSTED, July 2019)
- Pupils develop **early reading skills effectively** (OFSTED, July 2019).
- **Science has been well-developed** across the school- school reports to governors show good use of science floor books and STEM activity weeks.
- **Spelling has improved**- reduced gap between sch/nat in Y6 (2019 -4.0; 2022 -1.7)

### Areas for development

#### Intent:

- **Embed the developments undertaken by the subject task groups during 2021-22** in Science, History and DT.
- **Raise standards in Reading at KS2**, to ensure pupils meet national expectations.
- Develop the Geography, Computing, RSE/PHSE curriculum (2022); Music, MFL,RE (22-23).
- Address the **OFSTED actions for development in the range of skills linked to STEM**- e.g. research, analysis and observation skills.

#### Implementation:

- Monitor **scientific enquiry/ use of investigations**.
- Continue to develop reading and writing through high quality texts that drive the English curriculum. **Support reading strategies to target children with reading gaps and underdeveloped comprehension skills**.
- Continue to embed the curriculum development of **PSHE and RSE** through the introduction of the **Jigsaw programme**.
- To ensure children's spelling skills are being supported through the whole curriculum.
- Ensure where support and challenge is required in subject areas, **leaders routinely make adjustments to raise standards of provision** in their subject area.

#### Impact:

- A clearly progressive curriculum in the priority subjects will enable pupils to build on previously learnt **knowledge and skills to deepen their understanding** in these areas.
- **Assessment of the skills and knowledge** by subject leaders need to be more consistent.

## Behaviour & Attitudes: Grade 2

| Strengths (Evidence)   | Areas for development   |
|--|---|
| <ul style="list-style-type: none"> <li>Pupils behaviour is good. Leaders take effective action to improve pupils' behaviour. Consequently, the number of exclusions has fallen significantly over time and is continuing to in 2022-23. Only 3 pupils (in Year 5/6) had any FTE in 2021-22- less than 1% of the school population. In 2022-23, we have currently had 4 pupils FTE (7.5 days) compared to 24.5 days in 2021-22. A high % of children were <a href="#">positive about behaviour</a> in KS2 (pupil survey Spring 23).</li> <li>Pupils enjoy being <a href="#">reading</a> and learning from visiting authors (<a href="#">Book week, March 2023</a>). This has helped many to improve their reading skills and also to promote an interest in books and literature across the school. Pupils feel valued and respected. They enjoy taking a lead in running the school through different roles and responsibilities. (OFSTED, July 2019). <a href="#">For example, those on the school council ensure that pupils are heard and have a meaningful stake in the school's strategic direction.</a> The <a href="#">PE action plan</a> identifies great strides in pupil engagement with running clubs and sporting participation. <a href="#">Pupil surveys</a> (March 2023) show that children are positive about the school.</li> <li><a href="#">The school has worked hard on developing more robust routines</a> when moving around the school- with clear expectations being modelled by all staff.*</li> <li>Initiatives like 'Crimestoppers', Mini-police, Road Safety workshops and NSPCC assemblies have all help shape the positive attitudes of the children in school and the local community. <a href="#">Newsletters 2022-23</a></li> <li><a href="#">Science ambassadors</a> from Year 6 have supported science learning in younger year groups.</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Staff's expectations of pupils moving around the school or during transition points, such as re-entering for lessons after break times are inconsistent. This leads to some occasions when pupils are not punctual or as prepared to learn as might be reasonably expected of them.</a> (OFSTED, July 2019)*</li> <li>While this has significantly improved since July 2019, we will need to constantly monitor and review these routines across the school.*</li> <li>Complete the pupil survey (KS1/FS).</li> <li><a href="#">Exclusion/suspension rates are much lower than last year (7.5 days)- but we need to keep this well below the previous year.</a></li> </ul> |

## Personal Development: Grade 2

| Strengths (Evidence)  | Areas for development  |
|---|--|
| <ul style="list-style-type: none"> <li>Pupils have a well-rounded understanding of their <a href="#">health and well-being</a>. For example, the school parliament has undertaken work to improve pupils' <a href="#">mental health</a> or other issues, such as obesity.</li> <li>The school's work to promote pupils' personal development and welfare is good. Positive relationships between staff and pupils benefit pupils' motivation and achievement. The <a href="#">introduction of the PSHE Jigsaw programme</a> will provide a high quality curriculum framework to support the strong systems of pastoral support already in place.</li> <li>Staff introduce <a href="#">high-quality activities for pupils</a> to take responsibility in their day-to-day lives and for <a href="#">future success as citizens</a>- an example being the 'Mini-police' project.</li> <li><a href="#">The inclusion team (HT, SEND Lead, PP Lead, PfsA and ELSAs)</a> work effectively together to form a strong pastoral network of support for vulnerable pupils. <a href="#">Please refer to our Safeguarding page and leaflet.</a></li> <li>The school <a href="#">uses assessments well</a>, and provides effective feedback to the pupils to support. (OFSTED, July 2019)</li> <li>Pupils are positive about the school and their experiences (<a href="#">pupil survey Spring 23</a>), as evidenced in the positive responses to <a href="#">STEM week, Global week and other creative learning opportunities</a> provided by the school.</li> <li><a href="#">Enrichment opportunities</a> (Engagement with <i>Pete the Poet</i> diversity awareness, Wellington maths competitions, Sponsored Reading events, Safer Somerset Project, Road Safety Awareness) help develop the pupils community awareness and engagement. <a href="#">Refer to newsletters 2022-23.</a></li> </ul> | <ul style="list-style-type: none"> <li>Some inconsistent expectations of the pupils mean that there are some occasions when the quality of pupils' work is not as good as it can be- particularly in <a href="#">handwriting/presentation</a>.</li> <li><a href="#">Teachers do not ensure that lessons consistently enable pupils to use and apply the full range of their skills and knowledge in different subjects- especially in Science.</a> (OFSTED, July 2019).</li> <li>The school needs to continue to support and develop awareness around, <a href="#">mental wellbeing especially due to the impact of the COVID pandemic.</a></li> </ul> |

## Leadership & Management: Grade 2

| Strengths (Evidence)  | Areas for development (Next Steps)   |
|---|--|
| <ul style="list-style-type: none"> <li>• <i>Pupils who join that school at different points or mid-year make good progress. Leaders and teachers quickly assess pupils on entry and take the right steps to help them catch up where this is necessary. Pupils settle well to make good progress, including those with SEND/Complex needs</i> (OFSTED, July 2019)</li> <li>• <i>Leaders invest strongly in staff and their continuing professional development (CPD). Staff morale is high. Staff feel valued and empowered to fulfil their roles and responsibilities effectively</i> (OFSTED, July 2019). Five teachers have undertaken the NPQ training offer in 2022.</li> <li>• <i>Governors know the school's strengths and weaknesses thoroughly.</i> Subject link reports are shared at GB meetings.</li> <li>• The Governing Body membership is very good- 12 current governors who have an excellent range of experience working in education, safeguarding and business-orientated settings. Attendance and engagement is good, and there are planned opportunities for governors to visit the school.</li> <li>• <i>The reading/EYFS leaders provide inspirational and high-quality leadership for phonics... which is reflected through their leadership in lessons.</i> (OFSTED, July 2019)</li> <li>• The school has undertaken a programme of leadership development in the two years- staff form 'task' groups to address school improvement agendas. This year the focus has been on key curriculum subjects and there will be a rolling programme of support over the next three years. Refer to <a href="#">Leadership programme since 2020</a>. Leaders have good network links with other leaders locally and nationally- SLN, EYFS, Wessex Computing, Geography and Science networks.</li> <li>• Leaders have provided detailed programmes of catch up support for pupils-refer to <a href="#">Catch up programme, Pupil Premium funding 2020, 2021 and 2022</a>. PP and SEND children have reduced the gap in attainment over time- see the proportion of PP/SEND meeting ARE, Summer 2022.</li> <li>• The school has used a range of support and consultancy to evaluate and support leaders- FFT and DC Pro, AfA consultants, SEPs, PupilBase leadership programme, local school partnership work (5 schools).</li> <li>• The school has undertaken an audit of leaders (Spring 2023). There are strong leadership roles very evident across subjects.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>A minority of parents lacks confidence in the way leaders implement the behaviour management policy. However, leaders take timely and proportionate action in dealing with behavioural incidents, including rare occasions of bullying. We have undertaken thorough parent and pupil surveys- and responded positively in order to make improvements</i> (Newsletters 2022-23)</li> <li>• <i>Staff's expectations of pupil's movement around school are inconsistent, (leading to) pupils not being as prepared to learn (coming into class).</i> (OFSTED, July 2019)</li> <li>• <i>Agree how best to monitor curriculum subjects across school to ensure high quality of education is provided.</i></li> <li>• <i>Develop a streamlined, systematic approach to assessment across all subjects.</i></li> <li>• <i>To ensure that the curriculum offer for the pupils at the school, is broad and appropriate in its challenge and opportunities offered.</i></li> <li>• <i>A curriculum and assessment lead will be appointed to oversee this development.</i></li> </ul> |

## Early Years Foundation Stage (EYFS) – Grade 2

| Strengths (Evidence)  | Areas for development (Next Steps)  |
|---|---|
| <ul style="list-style-type: none"> <li>• Teachers ensure that the early year's environment is well organised and managed to provide an enticing, enriching and vibrant provision for the children.</li> <li>• Teachers in the early years introduce and rigorously follow the school's preferred phonics strategy.</li> <li>• Teachers and teaching assistants use accurate assessment information to plan the next steps for children. Parents are also included, and some contribute through the school's preferred online assessment and reporting system.</li> <li>• <i>Parents strongly endorse the work of the early year's team. They are effusive in their praise of staff. Parents feel informed and involved to establish positive and open relationships with staff.</i></li> <li>• <i>Leaders' are not complacent. Their self-evaluation is accurate. Leaders have identified the right next steps to keep raising achievement in the early years.</i></li> <li>• The staff have managed the introduction of the baseline assessments effectively in the last couple of years. In 2022, <a href="#">71% of pupils achieved a 'Good Level of Development'</a> which was in line with National outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>As yet, despite the positive gains, there is still more to do increase the proportions of the most-able children exceeding the early learning goals.</i> (OFSTED, July 2019)</li> <li>• Opportunities to develop activities that deepen the children's understanding of the world they live.</li> <li>• To continue to monitor the implementation of the EYFS framework as an 'early adopter' (from Sept 2021 onwards) in line with statutory guidance.</li> <li>• Identifying/developing motor development from start.</li> <li>• Identifying through gap in speech and language.</li> <li>• Deepening staffs understanding of the big picture.</li> </ul> |

## Appendix 1 Summer data overview, 2022

| (Spring 2021 for ARE %;<br>Summer 2021 for above, ARE and just below %) |       | Reading July 2022<br>(Autumn 2021) | Writing July 2022<br>(Autumn 2021) | Maths July 2022<br>(Autumn 2021) | GPS<br>July 2022 |
|---|-------|------------------------------------|------------------------------------|----------------------------------|------------------|
| Reception   | ABOVE |                                    |                                    |                                  |                  |
| 41 ch   | ARE   | 80%<br>58%                         | 76%<br>60%                         | 80%<br>75%                       | GLD 71%          |
| PP (9 ch)   | ARE   | 89%                                | 89%                                | 89%                              | GLD 78%          |
| BOYS (21 ch)  | ARE   | 90%                                | 81%                                | 90%                              | GLD 81%          |
| SEND (5 ch)   | ARE   | 60%                                | 40%                                | 60%                              | GLD 40%          |
| Year 1  |       | PHONICS Y1                         |                                    |                                  |                  |
| 39 ch   | ARE   | 64%                                |                                    |                                  |                  |
| PP (6 ch)   | ARE   | 43%                                |                                    |                                  |                  |
| BOYS (17 ch)  | ARE   | 71%                                |                                    |                                  |                  |
| SEND (8 ch)   | ARE   | 38%                                |                                    |                                  |                  |
| Year 2  | ABOVE | 17%<br>14%                         | 9%<br>6%                           | 14%<br>14%                       |                  |
| 35 ch   | ARE   | 71%<br>65%                         | 63%<br>57%                         | 69%<br>61%                       |                  |
| PP (15 ch)  | ARE   | 80% (20% GD)                       | 60% (7% GD)                        | 80% (13% GD)                     |                  |
| BOYS (14 ch)  | ARE   | 57% (7% GD)                        | 57% (0% GD)                        | 71% (0% GD)                      |                  |
| SEND (8 ch)   | ARE   | 50% (0% GD)                        | 38% (0% GD)                        | 50% (0% GD)                      |                  |
| Year 6  | ARE   | 63%<br>55%                         | 65%<br>53%                         | 78%<br>58%                       | 55%              |
| 40 ch   | ABOVE | 10%<br>8%                          | 8%<br>8%                           | 13%<br>8%                        | 10%              |
| PP (15 ch)  | ARE   | 73% (7% GD)                        | 79% (7% GD)                        | 73% (27% GD)                     | 47% (13% GD)     |
| BOYS (21 ch)  | ARE   | 52% (9% GD)                        | 62% (9%)                           | 86% (14% GD)                     | 43% (9% GD)      |
| SEND (10 ch)  | ARE   | 40% (0% GD)                        | 20% (0% GD)                        | 40% (20% GD)                     | 30% (0% GD)      |