

Inspection of Wells Primary School

Barclay Oval, Woodford Green, Essex IG8 0PP

Inspection dates: 22 and 23 October 2024

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2014. Since September 2024, schools have not been awarded an overall effectiveness grade

What is it like to attend this school?

Pupils are very proud of their school. The value of 'kindness' is interwoven across all aspects of school life. This makes this school a happy place to learn. Pupils enjoy school because teachers make lessons exciting. They talk enthusiastically about their learning, such as how you can combine two chemicals together to produce carbon dioxide which inflates a balloon in science.

Pupils' behaviour is impeccable, both in and outside the classroom. They are incredibly polite to their classmates, staff and visitors. This starts from the early years where children learn the importance of working together and following routines. Nurturing relationships exist between staff and pupils. Pupils speak positively about how staff listen and help them if they have a concern.

The school has the highest expectations for pupils' achievement. This includes those pupils with special educational needs and/or disabilities (SEND). Pupils work hard and achieve exceptionally well, especially in English and mathematics.

Pupils understand the importance of treating everyone equally. They take inspiration from historical figures such as Martin Luther King and Rosa Parks. In Year 6, all pupils are given a role of responsibility. Pupils are proud to become school councillors and eco-councillors. They understand how these roles help them to be respectful and resilient.

What does the school do well and what does it need to do better?

The curriculum here is ambitious and well sequenced. The school has carefully identified the important knowledge, skills and vocabulary that pupils need to learn year-on-year. Teachers have strong subject knowledge. They explain concepts clearly and correct misconceptions swiftly when they arise. For example, in the Reception Year, adults explain where the tongue needs to be when pronouncing the sound 'th'. This helps children to say the sound correctly. The school identifies pupils with SEND early on in their school careers. The school has appropriate adaptations in place to ensure these pupils access all that the school has to offer and achieve well.

Reading is at the heart of the curriculum. Pupils in Year 6 read interesting texts and describe the impact of the author's choice of language on the reader. Children in the early years eagerly recall rhyming words when reading texts such as 'Room on the Broom'. They use their voices expressively to demonstrate the 'whoosh' of the broomstick taking off. These experiences develop a love for reading.

Staff are experts at teaching early reading. Therefore, they deliver the early reading programme with precision. Books are carefully matched to the sounds that pupils are learning. This means that pupils read with developing fluency and confidence. Lessons are well structured and provide regular opportunities for pupils to practise and revisit previously learned letters. If pupils fall behind, they receive the help and support they need to catch up quickly.

Vocabulary development is a focus here. In mathematics, children in the early years use the correct language to describe shapes. This is because the school provides opportunities for children to use important words across the curriculum.

Pupils' behaviour is exemplary across the school. They learn without interruption. Pupils are highly motivated and show positive attitudes to their learning. On the rare occasions where this is not the case, the school has appropriate strategies, such as 'calming corners' in place which support pupils to regulate their emotions.

The personal, social and health education curriculum is very well considered. Pupils learn about consent and healthy relationships in an age-appropriate manner. Pupils in Year 4 have opportunities to visit the local area to learn about road safety and children in the early years visit the fire station to recognise things that are dangerous.

The school provides a wide range of clubs which are well attended. For example, pupils who attend the book club talk positively about the opportunity to work with a script-writer from the film industry. Those pupils who attend the netball club are given the opportunity to play competitively. These experiences enable pupils to develop their skills and pursue their interests.

The school's development of pupils' character is exceptional. Pupils take pride in helping others by planting flowers in hanging baskets for the community to enjoy. The school council and eco-council work hard to promote sustainability by leading initiatives to recycle unwanted clothing and to reduce plastic waste. These experiences help pupils understand the importance of looking after their environment.

Governors have appropriate processes and systems in place to check the effectiveness of the school. They visit the school regularly and have an accurate understanding of the impact of leaders' actions on school priorities. Staff speak highly of the initiatives in place to support their well-being and manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102831
Local authority	Redbridge
Inspection number	10327651
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	339
Appropriate authority	The governing body
Chair of governing body	Buket Yilmaz
Headteacher	Debbie Franklin
Website	www.wellsprimary.co.uk
Date of previous inspection	11 and 12 June 2014, under section 5 of the Education Act 2005

Information about this school

- The school runs a breakfast club and an after-school club.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the senior leadership team to discuss school development. In addition, they met with subject leaders, groups of staff and pupils.
- An inspector met with representatives of the local governing board and with a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education (PE) and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the online staff and pupil surveys.

Inspection team

Deborah Walters, lead inspector	His Majesty's Inspector
Hayley McClenaghan	Ofsted Inspector
Ruth Harding	Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024