

Inspection of a school judged good for overall effectiveness before September 2024: Wellstead Primary School

Wellstead Way, Hedge End, Southampton, Hampshire SO30 2LE

Inspection dates:

3 and 4 June 2025

Outcome

Wellstead Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Wellstead is a happy school that welcomes everyone warmly. Pupils build strong relationships with their peers and staff. This helps pupils to feel safe and secure. They know they can visit 'the burrow', put a note in the 'butterfly jar' or talk to any adult if they have any worries. Pupils are confident that staff will help and care for them.

Pupils are inquisitive and understand that education is important. They have fun learning the ambitious curriculum. They value the opportunities to deepen their understanding on trips to the local river or further afield. Pupils work hard and achieve well. In the Reception Year, pupils enthusiastically investigate the learning activities the school provides. In group discussions, they listen to others and make useful contributions.

Staff have high expectations of behaviour and help all pupils to learn how to meet these. Typically, pupils are polite and behave well. They walk quietly in the corridors and show respect for each person and for property. The school values are clearly understood and used by pupils. For example, they show collaboration by working together as a class. Pupils are eager to achieve the coveted 'Wellstead award' by showing these values in action.

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

The school puts reading at the heart of the curriculum. The early reading programme helps younger pupils to learn the letters and sounds they need. Pupils understand that reading helps them to learn and broaden their knowledge of the world. They enjoy reading, and during lunchtimes the library is a popular place in which to curl up with a book. Teachers make clear links between techniques authors use in books and the pupils' own writing. For example, pupils in Year 4 become increasingly confident in their use of

similes and metaphors as a result of their knowledge of 'Viking Boy'. In the Reception Year, staff skilfully encourage pupils to practise their writing. They recount familiar stories or label their designs in the construction area.

The school has developed and refined its curriculum so that it is interesting and ambitious for pupils. The school has selected and organised the key knowledge and skills that pupils need to learn over time. Teachers explain learning clearly to pupils. They break it down into manageable sections. This helps pupils to build on what they have learned before. Teachers systematically check if pupils have grasped important points. They use this information to adapt their teaching in the lesson and over time. However, in some subjects pupils do not develop a clear understanding of key concepts. In these subjects, the school has not identified important subject vocabulary, and pupils do not make secure enough links with what they have previously learned.

The school has established strong expectations for the behaviour and conduct of everyone. This includes careful consideration of how to support pupils to be ready to learn and take part in lessons. Bespoke interventions enable pupils to develop listening and attention skills. Staff model high standards and support all pupils to achieve them. As a result, there is a calm and purposeful atmosphere throughout the school. Teachers have in-depth knowledge of their pupils and swiftly identify their differing needs. Teachers successfully adapt their teaching to meet the needs of their pupils. This enables pupils with special educational needs and/or disabilities to learn effectively.

The school supports pupils' personal development well. A carefully considered programme means pupils learn how to keep safe and look after their physical and mental health. For example, pupils learn how to stay safe around the local park and manage their emotions. They develop leadership skills by taking roles such as school councillor or reading ambassador. Sports ambassadors work with staff to lead a wide range of sporting activities during lunchtimes. Intra-school competitions are extremely popular. Pupils relish the opportunities across year groups to 'capture the flag' or play dodgeball. Pupils raise money for charities and learn to become active citizens in their community.

The school is a caring environment. Attendance is high. Very practical support and effective home-school partnerships help those who encounter challenges with attendance. The school teaches pupils to value different cultures and religions. The pupil equality and rights advocates help their peers to understand others and to celebrate diversity. Year 5 playtime buddies make sure that everyone is included in playground activities.

Governors and leaders work effectively together. They have a sharp eye on what needs further refinement to continue to improve pupils' education. Staff are proud to work at Wellstead. Leaders take great care to promote staff's well-being and ensure workload is well managed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not identified key subject-specific vocabulary that pupils need to learn or ensured that pupils connect their learning with previous knowledge. This means that pupils do not develop secure knowledge and understanding of specific concepts as well as they could. The school should ensure that it identifies key vocabulary to be learned and that pupils connect and build on their learning effectively. This will ensure that pupils have the secure knowledge they need for future learning in all areas of the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in January 2020.

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	129650
Local authority	Hampshire
Inspection number	10379834
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair of governing body	Roberto Gregoratti
Headteacher	Amanda Greenwood
Website	www.wellsteadprimary.co.uk
Dates of previous inspection	15 and 16 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The headteacher joined the school in April 2022.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- During the inspection, the inspector met with the headteacher and senior leaders. She met with members of the governing body, including the chair of governors. The inspector spoke to a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector met with groups of staff. She considered the opinions expressed in Ofsted's staff survey.
- The inspector spoke with some parents at the end of the school day and considered the views gathered through Ofsted Parent View.
- The inspector spoke with pupils.

Inspection team

Lizzie Jeanes, lead inspector

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 2025