

GLD 2026	
National	68%
Somerset	69%
School (32)	72%

Y1 Phonics 2026	
National	83%
Somerset	82%
School (29)	91%

KS2 Data 2026	RWM combined		Reading		Writing		Maths		GPS	
	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
National	63%	8%	75%	29%	72%	13%	75%	24%	74%	32%
Somerset	56%	7%	72%	25%	69%	13%	68%	19%	67%	25%
School (43)	53%	2%	63%	16%	70%	12%	74%	14%	74%	19%

School information:

NOR	FSM	EAL	SEN support	EHCP	Attendance 26/27 (26/25)
266	27.5%	17.4%	18.8%	4.5% (6.0% pending)	96.1% (93.8%)

[Refer to Appendix 1](#)

School context	Wellsprings Primary School is a two form entry 4-11 age school, with a school roll of 266 pupils (47% boys, 53% girls- NAT 51%/49%). The proportion of Pupil premium children is 27.5% compared to 23% nationally. 17.4% of pupils have English as an additional language, compared to 20.9% nationally. Pupils supported with an education, health and care plan is currently slightly below the national average (4.5% compared to 4.2%, with over 6% pending). The proportion of identified SEND pupils is above the national average (23.4% compared to 17.3%).				
Last OfSTED report:	December 2024			Date of this summary document:	02/10/26
OfSTED Key area(s) of development:	<i>In a few curriculum subjects, some teachers do not check well enough if pupils secure previous knowledge into their long-term memory. As a result, some pupils have gaps in what they know and remember. The school needs to ensure that teachers have the expertise to assess accurately where pupils have gaps and address them promptly so that pupils develop the intended depth of knowledge and use it efficiently across the curriculum.</i>				
	Strengths		Areas for development		Further commentary
Safeguarding	The safeguarding team is made up of 4 trained members of staff, including ML as the Designated Safeguarding Lead (DSL). We have updated training for TAs/teachers at PDMs (Teachers) and TA meetings.		Continued improvements in making sure all staff have relevant and ongoing training.		Continued safeguarding training provision is a strength of the school- along with a full, experienced DSL team. The use of an electronic system
					Met Not met

	Weekly bulletin to all staff and governors (safeguarding and health and safety updates). A weekly bulletin keeps staff and Governors aware of Somerset's key priorities, including sharing their monthly newsletter. - Single Central Record has been checked by SLT every term. - The inclusion team (HT, SEND Lead, PP Lead, PfsA and ELSAs) work effectively together to form a strong pastoral network of support for vulnerable pupils. Please refer to our Safeguarding page and leaflet.	SSS Learning online platform is utilised alongside the Somerset SSCP Cascade training materials- we have undertaken safeguarding training over the whole academic year.	to manage safeguarding concerns to chronologise and document CP information has been positive. The GB ensure they complete their safeguarding duties accordingly.	
Inclusion	Leaders across the school identify pupils' needs quickly and accurately, including any emerging or changing needs. The support leaders provide for pupils (following specialist advice if needed) reduces barriers to their learning and/or well-being. The Graduated Response approach has now been in place for just over two years, and parents now feel better informed about the support their children receive. Feedback from parents has been very positive, from school questionnaires and Parent View. OfSTED noted that: <i>The school identifies pupils with special educational needs and/or disabilities (SEND) accurately. Pupils have effective plans that outline small step targets and the support pupils should receive. This helps pupils with SEND to progress well through the curriculum.</i> OfSTED (Dec 2024).	Continued support for parents and improvements in engagement approaches- eg SEND coffee morning, training, consultation times with SEND Lead and teacher. Continue to refine and embed how we measure the impact of interventions (from start to end); links with relationships and behaviour school culture of trauma-informed practice.	Inclusion practice is one of the main strengths of the school, with a strong Inclusion Leadership team. Achievement results for vulnerable learners, are generally strong.	Exceptional Strong Secure Attention needed Causing concern
Curriculum and teaching	- Currently, the school delivers a good education in English (Reading, in particular particularly in FS-KS1); STEM, Humanities and Arts with the intention of improving other subject areas through a strategic process of school development planning. - The school's vision and values are at the core of the curriculum intent. - The school has initiated support/development for English and Maths hubs. - 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 2024 and 25, with SEND and PP meeting NAT comparisons. - Children have made good progress in their writing (OfSTED, July 2019) "The school has designed an ambitious curriculum. This begins in the early years, where children build knowledge across all areas of learning." (OfSTED, Dec 2024).	- Raise standards at KS2 Reading, to meet national expectations, notably in girls. Updated Action Plan for Reading/English. - All subjects leads have produced an action plan linked to the Whole school plan. - Address the OfSTED actions for development - e.g. securing learning in: the here and now; recently and from the distant past. - Continue to develop reading and writing through high quality texts that drive the English curriculum. We support reading strategies to target children with reading gaps and underdeveloped comprehension skills- at KS2 (Vipers/Ninja Reading resources, NFER tests, regular comprehension texts). We use Reading Ambassadors to support reading across the school; we have 'reading nooks' and enriched reading using exciting texts. This is supported through the Ilsham English Hub and RWI. - We are using the Hub to focus on KS2 Reading in Autumn 2026 onwards, along with the support programme from PiXL.	Areas of concern in our achievement (notably reading at KS2; multiplication checks Y4, significantly) have improved- GPS has increased in 2025-26.	Exceptional Strong Secure Attention needed Causing concern

	- Science has been well-developed across the school- school reports to governors show good use of science floor books - Over the last two years+, Ilsham English Hub and Booleian Maths Hub have provided strategic challenge and support, along with training for our staff and leaders. - This will continue this year, with Ilsham English Hub now focusing on our KS2 Reading Comprehension focus. - This year, we have also invested in the support and resources of PiXL, providing us with training, leadership coaching, resources, Network schools support and challenge, alongside assessment and intervention materials. - We have also invested in Grammarsaurus in 2026-27, to support this programme of development around Reading, Oracy and spelling across the whole school, but in particular, KS2. - Parental feedback has been very positive- refer to school questionnaires and Parent View. OfSTED (Dec 24) noted, <i>The school has high expectations for all pupils. Pupils live up to them. Improvements made to the curriculum design support pupils to learn and remember the broad and balanced curriculum. Pupils work hard and are keen to learn.</i>	- Undertake the curriculum development of PSHE and RSE through the reintroduction of the refined Jigsaw programme. - To ensure children's spelling skills are being supported through the whole curriculum. - To improve assessment practices across Writing through the SLN moderation sheets. - A clearly progressive curriculum in the priority subjects will enable pupils to build on previously learning to deepen their understanding in these areas.		
Achievement	While there are fluctuations in outcomes year-on-year, headline data suggests that pupils are 'achieving well' in many of the key measures. Over the last couple of years, standards at EYFS have broadly met NAT; in Y1 Phonics mostly met or exceeded NAT; our Y4 MTC comparisons over time have been below NAT, but in line in 2026. In Y6 we have generally matched NAT outcomes in Maths and Writing for EXS over time and in 2026. In Reading (and GPS) we have been below NAT, over time, although there was an increase in 2026. Although spelling remains an area for continuing development, we have significantly increased the	- Y6 SATs indicate that pupils at the end of KS2, do not make enough progress in their reading. - The school has re-evaluated the content of Year 5/6 teaching profile. Key SLT members have been moved to reinforce teaching standards in Upper KS2- the KS2 Lead is now a member of this team. As a result of our data outcomes, we have targeted support for: Reception we will be targeting additional interventions in maths, after Baseline data showed a decrease in pupils meeting expectations in maths in Autumn 2026. Year 1/2 Maths setting, for smaller group intervention to raise standards leading towards the Summer term Y2 SATs. Year 2 small group Phonics, targeting those children who didn't get the Phonics check (not many!) and	Areas of concern in our achievement (notably reading at KS2); progress measures in Y6 although within average, below 0 in Reading and Maths.	Exceptional Strong Secure Attention needed Causing concern

	spelling scores for boys, and in 2026 for all pupils, including an overall % increase in GPS meeting EPX. Our combined RWM was 53%, which although below NAT, it did increase from 2025. Boys did less well in Writing at the end of Year 6 (57%/77%) but did better in Maths (77%/68%). Reading was more evenly matched (64%/62%). Overall, there was no pattern of considerable imbalance between boys/girls- eg KS1 boys did better than girls in RWM in Y2 and WM in Y1; Y3 and Y4 boys did better than girls in RM; Y5 did better in RWM. The gap was only slightly more significant in Reception (especially in Maths) and in Y6 Writing. FSM/PP pupils generally do well when matched to national comparisons- eg 100% PP achieved the phonics check; the Y6 in school gap between PP and NPP is smaller than NAT. Our data set compared to National and Similar schools in our IDSR 2026, is mainly 'in line' across the core subjects, with less consistency in Reading, at KS2. Refer to Appendix 1	those who were borderline. Ilsham Hub support and we undertake half termly phonics assessments. - Year 3/4 small group settings- with adult support to keep classes at an adult/pupil ratio of 2:11. - Continued targeting of MTC with Year 4 pupils; Ashley Downs times tables programme alongside technical practice. - Year 6 identified intervention groups one morning a week (Autumn 2026), leading into four small classes (2 x Y6, 2 x Y5) in Spring/Summer 2027, leading up to Y6 SATs. - Boy readers- continued use of boy-friendly texts linked through the Literacy Tree programme/resources. - KS2 reading strategies- Ilsham Hub audit and planned support 2025-27. - Alongside this, the development of Grammarsaurus as the main way will teach spelling (and associated skills) in KS2.		
Attendance and behaviour	- Leaders take effective action to improve pupils' behaviour. Consequently, the number of suspensions has fallen significantly over time. 4 members of staff have had trauma-informed training which has been cascaded to all staff. - Pupils enjoy being reading and learning from visiting authors (Book week, March 2026). This has helped many to improve their reading skills and also to promote an interest in books and literature across the school. - The PE Action plan identifies great strides in pupil engagement with running clubs and sporting participation. Pupil surveys (PE June 2025) show that children are positive about the school. - 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.	- We have re-written our behaviour and relationship policy, to ensure that the document reflects all the positive behaviour approaches well embedded with daily practice. - Currently- 11 suspensions (2025-26) for three pupils. No suspensions 2026-27 at present.	Behaviour across the school, is generally very good, with much lower rates of suspension over time. Attendance has increased from a low point in 2023-24. Currently above NAT and LA attendance rates (96.1%).	Exceptional Strong Secure Attention needed Causing concern

	2024-25 attendance increased by 0.6% from the previous year (93.7%); in 2026-27 we currently have 96.1% attendance. SEN pupils attend well, as do Disadvantaged pupils compared to National and Similar schools. - OfSTED (Dec 2024) noted: <i>Pupils are attentive in class. This begins in the early years, where routines are well established. Pupils are keen to make a positive contribution to their learning. Pupils move around the school sensibly. This means pupils can learn without disruption in a calm and purposeful environment.</i>			
Personal development and wellbeing	- Pupils have a well-rounded understanding of their health and well-being. For example, the school parliament has undertaken work to improve awareness of environmental impact, and Mental Health Champions have run a lunchtime support club and are playground ‘buddies’. - 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 introduction of the PSHE Jigsaw programme will provide a high quality curriculum framework to support the strong systems of pastoral support already in place. - Staff introduce high-quality activities for pupils to take responsibility in their day-to-day lives and for future success as citizens- an example being the ‘Mini-police’ project. - Pupils are positive about the school and their experiences, as evidenced in the positive responses to STEM week, Global week and other creative learning opportunities provided by the school. Enrichment opportunities (Avtar Awareness, SARI, Wellington maths competitions, RSPCA/Secret wildlife centre, Sponsored Reading events, Farmlink, The Magic Lantern, Road Safety Awareness, Art week in Sept 2023/24/25/26, STEM weeks, Health Week Jan 24/Nov 25) help develop the pupils community awareness and engagement. Refer to newsletters. - OfSTED (Dec 24) noted, <i>Pupils know that they can influence change in their school. They are proud of the leadership roles they have, including on the school council and as sports leaders.</i>	- We have re-written our behaviour and relationship policy, to ensure that the document reflects all the positive behaviour approaches well embedded with daily practice. - Further bed-in leadership roles across the whole school- re-instatement of House Captain and Vice Captain roles. - The school needs to continue to support and develop awareness around mental wellbeing- we have a lot in place but we want to fulfil the criteria in The Somerset Wellbeing Audit to be the first school to achieve 4 stars.	This is another acknowledged strength of the school- and a key feature that supports all the other areas of the school. It is linked to a broad, enriched curriculum that really supports life-learning skills being embedded across the school.	Exceptional Strong Secure Attention needed Causing concern

Early Years	- Teachers ensure that the early year's environment is well organised and managed to provide an enticing, enriching and vibrant provision for the children. - Teachers and teaching assistants use accurate assessment information to plan the next steps for children. Parents are also included, and some contribute. <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> <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> - The staff have managed the introduction of the baseline assessments effectively. In 2026, <u>72% of pupils achieved a 'Good Level of Development'</u> which was in line with National outcomes. Refer to Appendix 1	- Opportunities to develop activities that deepen the children's understanding of the world in which they live. - To focus additional support for boys in developing their writing skills in EYFS. - To targeting additional interventions in maths, after Baseline data showed a decrease in pupils meeting expectations in maths in Autumn 2026. - To embed a model of tracking fine motor control skills in EYFS and beyond.	Strong leadership spread across the middle and senior tier roles. Equally, we need to look at how we create pathways for our leaders, at all levels. The EYFS practice was rightly praised by OfSTED, and by the leadership of the EYFS team/leaders.	Exceptional Strong Secure Attention needed Causing concern
Leadership and governance	<i>Governors know the school's strengths and weaknesses thoroughly.</i> Subject link reports are shared at FGB. - OfSTED noted (Dec 2024), <i>Governors are knowledgeable about the school's strengths and weaknesses. They provide a balance of support and challenge to ensure that the school provides a high-quality education for all pupils. Staff feel well supported in managing their workload and wellbeing. They are proud to work at this school.</i> - We undertake six Learn and Review monitoring points across the year. We identify two subjects to monitor, and with the SLT, the subject Leads undertake pupil interviews, book scrutinies, environment walks, lesson observations and sometimes staff surveys. We identify 'next steps' for teachers and key phases and provide some key actions for the subject lead/SLT. This then feeds into the formal performance management process, with each teacher being given their own termly personalised teacher review documents. - OfSTED (Dec 24) noted, <i>The school prioritises reading. It ensures that staff receive the professional development they need to teach reading well. This begins in Nursery, where children learn to recognise rhyming words and sing songs. As soon as children begin in Reception, they learn to recognise letters and sounds.</i> - The school has undertaken a programme of leadership development in the last four year- staff form task' groups	- Refine our curriculum monitoring of subjects across school- refer to Learn/Review weeks. - To ensure that the curriculum offer for the pupils at the school, is broad and appropriate in its challenge and opportunities offered. - To continue to prepare for succession planning of our Governing Body for 2026-27. - To embed more secure use of assessment tracking following a change of Information Management Systems (now Bromcom).	Strong leadership spread across the middle and senior tier roles. Equally, we need to look at how we create pathways for our leaders, at all levels. Continue to support and develop the skills and experience of our Governing Body. To utilise the support of external providers: Stev John (consultant), English and Maths Hubs, PiXL and WRI/Grammarsaurus.	Exceptional Strong Secure Attention needed Causing concern

	to address school improvement agendas. In the last two plus years the Curriculum Lead has worked closely with all subject Leads reviewing with the SLT each subject. • The school has used a range of support and consultancy to evaluate and support leaders- SIP, Maths and English Hubs and local school partnership work. • Parents have been very positive about the changes to the school over time- please refer to our school questionnaires and Parent View.			
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Appendix 1

July 2026 complete review data

		Reading July 2026		Writing July 2026	Maths July 2026	GLD/combined
Reception	ABOVE					
31 ch	ARE	84%	72%	72%		GLD 72%
FSM (10 ch- 6 boys/SEND)	ARE	70%	80%	60%		GLD 60%
BOYS (11 ch)	ARE	73%	82%	55%		GLD 55%
SEND (9 ch)	ARE	56%	56%	22%		GLD 22%
Summer (11 ch)	ARE	91%	82%	64%		GLD 64%
EAL (3 ch)	ARE	100%	100%	67%		GLD 67%
Year 1	ABOVE	15%	PHONICS	9%	12%	6%
33 ch	ARE	61%	91% MET	55%	64%	55%
FSM (9 ch)	ARE (GD)	56% (11%)	100% MET	56% (11%)	67% (11%)	56% (11%)
BOYS (22 ch)	ARE (GD)	59% (14%)	91% MET	59% (9%)	68% (14%)	59% (5%)
SEND (16 ch)	ARE (GD)	38% (0%)	81% MET	25% (0%)	44% (6%)	25% (0%)
Summer (11 ch)	ARE (GD)	64% (0%)	82% MET	45% (0%)	55% (14%)	45% (0%)
EAL (4 ch)	ARE (GD)	100% (0%)	100% MET	50% (0%)	75% (0%)	50% (0%)
Year 2	ABOVE	16%		8%	11%	8%
37 ch	ARE	73%		62%	65%	59% (0%)
FSM (16 ch)	ARE	69% (19%)		50% (13%)	57% (13%)	50% (13%)
BOYS (16 ch)	ARE	69% (19%)		63% (6%)	69% (13%)	56% (6%)
SEND (13 ch)	ARE	23% (0%)		23% (0%)	31% (0%)	23% (0%)
Summer (12 ch)	ARE	67% (8%)		50% (0%)	67% (8%)	50% (0%)
EAL (8 ch)	ARE (GD)	75% (25%)		63% (25%)	100% (25%)	63% (25%)
Year 3	ABOVE	15%		9%	15%	5%
34 ch	ARE	65%		59%	71%	56%
FSM (11 ch)	ARE	73% (18%)		55% (9%)	64% (18%)	55% (9%)
BOYS (12 ch)	ARE	67% (25%)		58% (8%)	75% (25%)	58% (8%)
SEND (11 ch)	ARE	36% (0%)		27% (0%)	45% (0%)	27% (0%)
Summer (12 ch)	ARE	58% (17%)		58% (8%)	67% (17%)	42% (8%)
EAL (10 ch)	ARE (GD)	60% (20%)		50% (20%)	70% (20%)	50% (20%)
Year 4	ABOVE	19%		12%	16%	7%
43 ch	ARE	67%		63%	70%	60%
FSM (13 ch)	ARE (GD)	69% (15%)		62% (0%)	77% (15%)	62% (0%)
BOYS (24 ch)	ARE (GD)	71% (17%)		67% (8%)	71% (21%)	58% (8%)
SEND (19 ch)	ARE (GD)	42% (5%)		37% (0%)	47% (5%)	37% (0%)
Summer (11 ch)	ARE (GD)	64% (9%)		55% (9%)	64% (0%)	45% (0%)
EAL (3 ch)	ARE (GD)	33% (33%)		33% (33%)	67% (33%)	33% (33%)
Year 5	ABOVE	16%		13%	16%	9%
45 ch	ARE	60%		56%	67%	49%
FSM (13 ch)	ARE (GD)	54% (8%)		46% (0%)	54% (8%)	46% (0%)
BOYS (21 ch)	ARE (GD)	62% (19%)		62% (10%)	71% (24%)	48% (10%)
SEND (11 ch)	ARE (GD)	27% (9%)		27% (0%)	45% (9%)	27% (0%)
Summer (19 ch)	ARE (GD)	58% (16%)		47% (5%)	63% (16%)	47% (5%)
EAL (9 ch)	ARE (GD)	67% (22%)		56% (0%)	78% (11%)	44% (0%)
Year 6	ABOVE	16%		12%	14%	2%
43ch	ARE	63%		70%	74%	54%
FSM (16 ch)	ARE (GD)	50% (25%)		75% (6%)	63% (13%)	44% (0%)
BOYS (21 ch)	ARE (GD)	62% (9%)		57% (5%)	76% (19%)	57% (5%)
SEND (9 ch)	ARE (GD)	33% (11%)		22% (0%)	44% (0%)	22% (0%)
SUMMER (19 ch)	ARE (GD)	42% (11%)		63% (11%)	63% (16%)	42% (5%)
EAL (5 ch included)	ARE (GD)	100% (20%)		80% (20%)	100% (20%)	80% (20%)