

Weston-on-Trent CofE (VA) Primary School

Inspection report

Unique Reference Number	112896
Local Authority	Derbyshire
Inspection number	357216
Inspection dates	16–17 March 2011
Reporting inspector	Pauline Hilling-Smith

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair	Lynne Clay
Headteacher	Helen Salih
Date of previous school inspection	19 March 2008
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Inspection number 357216

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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in five lessons given by four teachers. Meetings were held with pupils, partners, representatives of the governing body and staff. The inspectors observed the work of the school as well as looking at evaluations of performance including the current development plan, minutes of meetings of the governing body and documentation to ensure that pupils are safe. The responses to 84 questionnaires from parents and carers were analysed.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas.

- Whether the school assessment records accurately indicate that all pupils make good progress from their individual starting points, particularly girls and in mathematics.
- Whether teaching is sufficiently challenging and as a result improving attainment.
- The impact of leaders at all levels on developing the curriculum in the context of the new school, raising attainment and accelerating progress for all pupils

Information about the school

This is a smaller-than-average sized primary school. Almost all pupils come from White British backgrounds. A small minority of pupils come from outside the catchment as these families express a preference for a Church of England Voluntary Aided school. The number of pupils known to be eligible for free school meals is well below the national average. The number of pupils identified as having special educational needs and/or disabilities is below average. The school has gained a number of Awards including Healthy School status and the Basic Skills Quality Mark. The school moved into a new purpose built school on a new site in January 2007. A new Chair of the Governing Body came into post at the beginning of this academic year.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils feel very happy and extremely safe and well provided for. As a result their attendance is excellent. They have a first-class understanding of how to stay fit and well, take plenty of exercise and eat healthily. There are numerous ways in which pupils are encouraged to take a leading role in developing and maintaining this caring school. Pupils take well-developed social skills with them into a very wide range of projects in the local community. They have a very keen understanding of right and wrong and understand well how to work together harmoniously. Older pupils make sure they go out of their way to include younger pupils in games or look after them if they are upset. Pupils speak out confidently on behalf of others when they feel there is injustice either in school or in the wider world. Safeguarding procedures are outstanding and all staff and governors have undertaken comprehensive high quality training. The school has a drive and determination to build pupils' progress year on year and this, coupled with accurate self evaluation, provides a good capacity for them to improve further.

Partnerships with the local playgroup contributes significantly to the learning and well-being of everyone because staff work together closely to establish where children are in their learning. This means that children get off to a flying start when they begin at this school and they make good gains in their learning in the Reception class. They continue making significant progress so that at the end of Year 2 the attainment of most pupils is above average especially in reading. This rapid progress continues and by the end of Year 6 attainment is above average and particularly high in reading. Progress in mathematics is slower but the school is being successful in ensuring that the rate of learning in mathematics is increasing. Pupils overall, however, do not make as much progress in mathematics. Parents and carers support their children with homework, but are less confident overall about how to contribute to their children's learning in mathematics. Across the school, pupils with special educational needs and/or disabilities make equally good progress from their starting points.

The strong leadership and vision of the headteacher has ensured that the move to the new school has run smoothly and brought alive a clear vision shared by all. The learning environment is inspiring; the curved nature and soft colour of the front of the school is designed to give a feeling of welcome through open arms. Windows along the corridor facing into school, at the level of a young child sitting on a chair, are designed to promote curiosity and the Hub, a circular area with a glass dome provides an inviting central meeting place. The new site has widened opportunities, in sport because there is now a playing field and sports court and in science because raised beds allow children to grow plants and enhance outside learning. This is encouraging pupils to adopt healthy lifestyles well. A well-resourced outdoor learning area for the youngest children means that they can enjoy learning outside as well as inside. The governing body knows the school well,

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enabling them to ask the right questions to challenge and support the school to further improve.

What does the school need to do to improve further?

- Raise attainment in mathematics by the end of Year 6 by:
 - accelerating the progress made in Key Stage 2 so that an increasing number achieve higher levels in their work
 - reducing the amount of teacher input in some classes to allow more time for pupils to work independently
 - showing parents and carers how they can contribute to their child's learning in mathematics.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and are enthusiastic about their learning. Pupils say they particularly enjoy work when it is challenging. Pupils in Year 4 for example used their knowledge of time to calculate how long it would take to arrive at a destination and challenged each other to be the first to get the answer. Pupils respond well to the high expectations and good routines set for them. Pupils in a Year 5 English lesson, for example, quickly settled, participated well and rose to the challenge provided by the teacher. Pupils take pride in their work and the quality of display around the school is good.

Pupils start school with skills that are in line with national expectations. By the time they reach Year 6 their attainment is above average in all subjects but less so in mathematics. As there are only a small number of pupils in each year group, attainment at the end of Year 6 tends to be different each year. However attainment in mathematics is not high enough overall though more-able pupils achieved very well in the most recent end of Key Stage 2 tests. Attainment is particularly high in reading because of the priority placed on it by the school and the good contribution made by parents and carers. There is no significant difference in the attainment of boys and girls.

Pupils are helped to become confident and articulate and by the time they leave Year 6 they are caring, self assured and independent young people. They express their feelings spontaneously in prayers in assembly. Pupils across the school contribute to school life exceptionally well. The mini leaders, for example, ensure that break and lunchtimes are happy and active occasions. Pupils are ambassadors of healthy eating and lobby members of parliament to extend the provision of free fruit up to the age of ten.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Effective teaching enables pupils to make good progress as they move through school. In most lessons teachers make good use of interactive whiteboards to motivate and engage pupils and make best use of time available. Teachers plan a variety of activities to interest and engage pupils well, developing their knowledge and also enabling them to apply the skills they have learnt in a relevant and meaningful way. In these lessons pupils spend the majority of time working on tasks well matched to their individual abilities and teachers make good use of skilful teaching assistants and what they know about pupils to extend pupils' understanding further. Teachers mark pupils' work thoroughly and this enables pupils to understand clearly what they need to do to improve. In a small minority of lessons however, teachers spend too much time talking to the whole class and asking individual pupils to respond to questions. During this time the attention of a few pupils in the class wanders and the pace of learning slows.

The curriculum is well planned and imaginative; staff teams are creative in finding ways to make sure that pupils continue to be excited by the activities planned. There is an emphasis on pupils' investigations of other cultures and countries and learning other languages though opportunities to mix with others from different backgrounds and faiths are fewer. The school provides a wide range of clubs and activities which are much appreciated and are well attended by pupils from both key stages. The school is resourced well for information and communication technology.

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The good care, guidance and support contribute effectively to pupils' good personal development and sense of well being. Pupils know they are cared for and say for example that they 'could not wish for better'. The school places a strong emphasis on self expression and fostering respect for each other. Pupils with special educational needs and/or disabilities are supported well through structured individual plans and tailored programmes of work. Transition arrangements are strong and an exciting programme of lessons in design and technology for Year 6, resourced by the local high school, prepares pupils for the move to high school very well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The long-standing commitment of the headteacher to the development of the school is exceptional. She has ensured, over time, that there is strong leadership at all levels. This means that leadership and management is robust and not dependent upon one person. Most teachers are leaders in this small school. As leaders, they all make a substantial contribution to leadership and management because they know that what they do is valued and important to the success of the school. Links with the Diocese and local church are strong. Partnerships with organisations which provide teacher training contribute well to the leadership of the quality of teaching in the school because leaders are constantly reflecting on what good teaching is and how improvements can be made to good practice within the school. The areas set for improvement at the last inspection have been addressed well. The rising number of pupils reaching higher standards at the end of Key Stage 2 in mathematics reflects the school's determination to build on progress at every stage as the pupils travel through school. The new Chair of the Governing Body is developing further the good work of the governing body. School self-evaluation and planning for improvement is very effective. Promoting equality of opportunity is good and is central to the school's plans and the school has a strong inclusive ethos. The school has evaluated its provision for community cohesion and recognises that while there is much strength within the school so that community cohesion is good overall, insufficient has been done to enable pupils to mix more regularly in a multi-faith context.

The effectiveness of the school's engagement with parents and carers is good. The vast majority are very pleased with the work of the school. Many share the view that the family atmosphere is to be highly regarded.

Safeguarding practices have been reviewed in great detail by the headteacher and governing body and are outstanding. Designated child protection staff and governors have

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up to date high quality training and there are robust arrangements to ensure the health and safety of all who work in the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start in the Early Years Foundation Stage with standards which are in line with those expected for their age. They make good progress and are effectively equipped for Year 1. Children are excited by the activities planned for them and rush off to put on a show with finger puppets or talk happily to visitors. They explain clearly what they are doing or try to gain visitors' involvement in, for example, the grocer's shop. Other children continue concentrating on their writing or clock making for long periods. Relationships between staff and children are strong and all adults are skilful in extending children's exploration and learning on to a higher level of understanding. Indoor and outdoor areas are well resourced and provide a good range of learning opportunities. Assessment procedures are robust. The leadership of the Early Years Foundation Stage is good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The number of replies to the questionnaire was high and the vast majority of parents and carers expressed positive views about the school. All parents and carers say that the school keeps their children safe and all parents and carers agreed that the school helped their child to have a healthy lifestyle. A few disagreed that the school informed them sufficiently about their children's progress. Inspectors endorse the positive views expressed by the majority of parents and carers. A very few indicated that they have recently expressed some concerns about times during the week when their child enjoys school less than at other times. Following the correct procedure and taking suitable care to ensure confidentiality, inspectors investigated these concerns thoroughly. Inspectors found that children had high levels of enjoyment in school. However, the school recognises the concerns identified and is addressing this issue.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Weston-on-Trent CofE (VA) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 108 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	67	20	26	0	0	4	5
The school keeps my child safe	62	79	16	21	0	0	0	0
My school informs me about my child's progress	28	36	38	49	1	1	2	3
My child is making enough progress at this school	34	44	34	44	0	0	5	6
The teaching is good at this school	51	65	23	29	0	0	2	3
The school helps me to support my child's learning	39	50	30	38	0	0	4	5
The school helps my child to have a healthy lifestyle	50	64	28	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	51	28	36	0	0	7	9
The school meets my child's particular needs	40	51	34	44	0	0	1	1
The school deals effectively with unacceptable behaviour	28	36	47	60	0	0	2	3
The school takes account of my suggestions and concerns	33	42	34	44	0	0	6	8
The school is led and managed effectively	49	63	26	33	0	0	2	3
Overall, I am happy with my child's experience at this school	51	65	21	27	0	0	4	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



18 March 2011

Dear Pupils

Inspection of Weston-on-Trent CofE (VA) Primary School, Derby, DE72 2HX

Thank you for being welcoming when we inspected your school. We enjoyed talking with you at lunchtime and break and visiting lessons. We were impressed by how attractive and well cared for the inside of the school was and how interesting the displays of your work were. It was clear from talking together and the questionnaire replies we received from you and your parents and carers, that you feel safe at the school and are confident that the staff would help you if needed.

We found out that this is a good school and good in the way it cares for you. You are making rapid progress in English and really good progress in reading. Your progress in mathematics is sometimes not as good as in other subjects because you could be challenged to do better more of the time.

We have asked the teachers to do one thing to help you learn as much as possible all the time

- make sure that the work that you do in lessons is always at just the right level of difficulty for you, especially in mathematics, so that your learning progresses as fast as possible

We know that you will do all you can to help your teachers and we wish you every success in your future.

Yours sincerely,

Pauline Hilling-Smith

Lead inspector

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