

Weston-on-Trent CofE (VA) Primary School

Forrester Avenue, Weston-on-Trent, Derby, DE72 2HX

Inspection dates 26–27 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is consistently good and is outstanding in English. From average starting points pupils make rapid progress and are reaching well above average standards by the end of Year 2 and Year 6 in both reading and writing.
- Pupils relish their learning because teachers and teaching assistants plan fascinating and creative activities which capture their imagination and inspire enthusiasm. Pupils concentrate, work hard and do their best.
- The range of subjects taught is outstanding. The school fosters not only academic subjects but many important basic skills which equip pupils well for the future.
- Pupils and parents agree that the school is a safe and exciting place to learn. Relationships are excellent and the family atmosphere is evident across the entire school. Behaviour is excellent. Attendance is high.
- Pupils' health and well being is very well promoted through numerous sporting and physical fitness activities. Provision for pupils' spiritual, moral, social and cultural development is excellent.
- Pupils, staff and governors all have a voice in deciding on school improvement. Leadership is outstanding at all levels and all aspects of the school's work including teaching have improved since the previous inspection.

It is not yet an outstanding school because

- Progress in mathematics is good and improving rapidly but it is not yet outstanding.

Information about this inspection

- The inspector observed eleven lessons taught by seven teachers and teaching assistants. She listened to pupils read, scrutinised the work in pupils' books and discussed their work with them and attended one school assembly.
- Discussions were held with senior leaders, staff, pupils, members of the governing body and a representative from the local authority.
- The inspector looked at information on pupils' progress, teaching, planning and how these are checked by senior leaders and governors. The school's records on safeguarding, behaviour and attendance were reviewed.
- The inspector took account of the views of parents from 22 responses to Parent View, the online questionnaire, and the comments made to the inspector by parents bringing their children to school. The school's most recent parental questionnaire, completed by over 80 parents, was also reviewed.
- The views of staff were gained from informal discussions and scrutiny of the 16 responses to the staff questionnaire.

Inspection team

Judith Straw, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The great majority of pupils are of White British heritage. All pupils speak English as their first language.
- The proportion of pupils entitled to the pupil premium (additional funding provided for pupils known to be eligible for free school meals) is low.
- The proportion of disabled pupils and those who have special educational needs supported through school action is just below average, and the proportion supported at school action plus or with a statement of special educational needs is a little above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further improve pupils' progress and achievement in mathematics by:
 - embedding and refining the structured approach to the teaching of mathematics
 - continuing to focus on mental arithmetic.

Inspection judgements

The achievement of pupils is good

- Class sizes are small and so results overall fluctuate considerably from year to year. Results in the most recent national tests show that pupils reach at least average standards and often well above average, both at Key Stage 1 and Key Stage 2. In the last two years pupils have consistently achieved well above average standards in writing and average standards in reading and mathematics. Standards have risen for the current classes of pupils so that attainment remains high in writing, is above average in reading and rising rapidly in mathematics.
- Pupils' progress in writing is excellent. In 2013 nearly all pupils made better progress than pupils nationally. Assessment information for pupils this year shows that standards remain high in English. In mathematics in 2013, almost all pupils made the expected progress but a lower proportion than nationally exceeded this. This year, standards and rates of progress in mathematics are improving rapidly as the result of outstanding teaching.
- Children start school with skills that are typical for their age. They make impressive progress in the Reception class, particularly in reading, speaking and developing self-confidence. They especially enjoy art and creative work and role play and are keen to talk about their favourite books.
- The systematic and highly structured approach to the teaching of letters and sounds is rapidly raising standards so that children at least match, and are starting to exceed, the expected level for their age. This is confirmed by the good results achieved by Year 1 pupils in the national check on phonics (the links between letters and sounds).
- Pupils in Key Stage 2 particularly enjoy writing. It was not untypical to find classes working entirely in silence as each pupil focused on telling a story, describing a character or writing a poem. They respond with enthusiasm to the creative tasks set, for example writing a solicitor's letter on behalf of the 'Three Billy Goats Gruff' to the troll under the bridge. Pupils write with care and accuracy.
- Pupils of all ages enjoy their reading. Most pupils read every day. Older pupils share ideas and recommend books to each other. They are able to explain why they often prefer a book to a film 'because books tell you more about the thoughts and feelings of characters'. Year 6 pupils were able to discuss in a mature way the struggle between good and evil which is the theme of so many books.
- Progress in mathematics is increasing rapidly because pupils respond well to the focus on accurate learning of times tables and rise to the challenge of quick-fire questions and answers in a spirit of friendly competition. Pupils are improving their mental arithmetic as well as more complex problem-solving challenges.
- Disabled pupils and those who have special educational needs are supported by class teachers and teaching assistants so that they are able to make the same progress as other pupils. Sometimes they have small group sessions which give them extra practice in tasks they might find difficult so that they have more confidence when they rejoin their class.
- The number of pupils known to be entitled to receive pupil premium funding is very small in this school. The funds are used in different ways each year to provide whatever support the school feels will best help individual pupils. Over time these pupils have achieved as well as other pupils

and sometimes even better.

- High ability pupils make very rapid progress. The proportion of pupils reaching the higher level at the end of Key Stage 2 is above average in reading and writing and average in mathematics. Tracking data for the current Year 6 shows that this is set to improve this year. Achievement is not yet fully outstanding because of the gap in attainment and progress between English and mathematics, but the gap is narrowing rapidly.

The quality of teaching

is outstanding

- Inspection evidence including the work in pupils' books, the school's progress data and discussions with pupils and parents all show that teaching over time in both English and mathematics is outstanding and has improved since the previous inspection, when it was good. Pupils are exceptionally well prepared for the next stage of their education.
- Pupils respond with enthusiasm to the many different challenges prepared for them each day. They enjoy the contrast between sessions when they talk and discuss- for example, acting in roles in order to understand characters- and quiet sessions in which they write at length with total concentration or work on problems. Teachers help pupils to speak with confidence, explaining ideas or defending viewpoints.
- Pupils' research skills are fostered by half termly topics studied in depth. Teachers often encourage the use of role play as a way of bringing learning alive. This term, Years 5 and 6 researched World War 1: their role play enactment of postmen delivering telegrams from the war office, young men going to war excitedly and then realising the realities of war, mothers lamenting their sons, nurses running field hospitals and army chaplains, showed how deeply they had understood the experience of earlier generations.
- Pupils particularly appreciate the many times when teachers read stories and poetry to them in lessons. This modelling of good reading practice across the school inspires confidence, enjoyment and a love of reading aloud which impacts on the pupils' progress in reading and writing from Reception to Year 6.
- Teaching assistants make a huge contribution to the success of pupils' learning. All teaching assistants have additional qualifications and take the lead in specific sessions. One such area is in physical education. The school promotes pupils' sense of well-being and ability to concentrate by a focus on particular aspects of physical education. This entails lessons on balance, poise, building muscle strength and body control. Teachers and teaching assistants inspire confidence so that pupils tackle tough physical challenges, such as overcoming a fear of heights by walking on the high bar.
- Marking is exemplary, particularly in English and mathematics. Teachers check work thoroughly, give praise when it is merited, advice on how to do even better and set new challenges. Pupils respond readily, completing corrections or redrafting their work.

The behaviour and safety of pupils

are outstanding

- The behaviour of pupils is outstanding because of the quality of relationships in the school between all adults and pupils and the values, beliefs and attitudes which the school promotes. Children are nurtured so that they can do their best. They appreciate their beautiful building, decorate it with their best art work and are intensely proud of their school. The enjoyment pupils have at school is reflected in the fact that attendance is consistently high.

- Older pupils enjoy taking on responsibilities such as membership of the school council, managing games at break times and reporting to governors after school trips and visits.
- Pupils say that bullying does not happen. If it did, they know it would be dealt with at once by adults. Pupils were shocked at the very suggestion that others might use racist or homophobic language or ugly name-calling. They insist that any name-calling in the playground is 'silly nicknames' and never said with the intention of hurting someone's feelings. The school has a family atmosphere in which adults and pupils treat each other with affection and respect.
- The school's work to keep pupils safe and secure is outstanding. The site is extremely well-managed and secure and all safeguarding procedures are followed robustly.
- Pupils have a keen understanding of rules for internet safety, how to play safely outdoors and the importance of warming up before physical activity and relaxing afterwards.
- Pupils' awareness of very basic but important skills is fostered by the annual 'skills for life' topic. Across the school pupils learn a range of skills including how to sew on buttons, 'make perfect toast', deal with laundry, including ironing, clean and care for shoes, understand the principles of first aid and make an emergency phone call. They have sessions in financial management, budgets, bank accounts, saving and borrowing.

The leadership and management are outstanding

- The headteacher and assistant headteacher have led the school with energy and enthusiasm and set the highest expectations for what can be achieved. They are innovative in their approach and constantly searching for ways to develop and improve their school.
- All staff have a leadership role in this small school. Teachers, teaching assistants and governors are allocated to one of three curriculum teams: communication, culture or enterprise. All subjects are managed and developed and pupils' progress is checked within these teams. This has helped to give governors a much closer insight into the working of the school.
- The school's tracking of pupils' progress and attainment is regular and rigorous. Pupil progress meetings occur three times each year and teachers are held accountable for the progress their pupils are making and the standards they reach. The results are reported to parents so that they can see their children's achievements for themselves.
- The drive to improve teaching has been vigorous. Senior leaders have created an environment where all staff feel valued. The headteacher is rigorous in tackling any under-performance and strategies to improve the teaching of mathematics have proved to be successful this year. Teachers and teaching assistants work together to support each other and focus all their activities on giving pupils the best experience of school.
- The curriculum is outstanding. The school is innovative in the importance it places on physical well-being to build confidence and self esteem. It combines intensely practical learning with developing academic skills and knowledge and fosters the desire in pupils to find out more and continue research at home. There is a special focus on engineering, giving pupils a taste of the sorts of skills needed by local industry.
- The school's provision for pupils' spiritual, moral, social and cultural development is excellent. As well as the rich curriculum, it is promoted through the example set by adults, the sense of

belonging to a family and numerous opportunities to reflect and consider. Assemblies are especially a time for thoughtful contemplation and sharing. Pupils' cultural development is evident in their enjoyment of music, learning French and the quality of their art work. Special events such as 'multicultural week' give them a window on the world as well as helping them to learn about the diverse population of the United Kingdom.

- Parents are unanimous in their praise and appreciation of the school. Parents know that any concerns will be dealt with instantly.
 - The additional funding provided through the pupil premium is used to good effect to promote the learning of individual pupils. The money is used to fund smaller class groups, provide extra clubs and activities and extension sessions in mathematics.
 - The primary sports funding is used to add new aspects to the physical education programme such as 'Write-Dance' to help younger pupils develop dexterity in writing and additional physical education classes. Money is also invested in helping staff to develop their confidence and skills in delivering high quality teaching in different sports. New activities such as girls' soccer, orienteering, table tennis and Early Years multi-skills have been added. The impact is seen in pupils developing poise and confidence, better handwriting and concentration, self confidence and fitness.
 - The local authority has provided only the lightest touch support. The headteacher advises new headteachers in the area.
- **The governance of the school:**
- Governors are generally long-serving and totally committed to the school. They know its strengths and the challenges the school faces. They know the school well from direct personal contact as volunteers or from membership of curriculum teams. They receive reports from pupils after trips and visits and include pupils on the panel when conducting interviews for new staff. Every governors' meeting has an agenda item headed 'how have we made things better for our children?' They are rigorous in making sure all pupils have the same opportunities to succeed. They check on spending and make sure that teachers' pay progression is closely linked to successful outcomes for pupils. They understand how well the school is performing when compared to others locally and nationally. Governors ensure that arrangements for safeguarding pupils are excellent.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112896
Local authority	Derbyshire
Inspection number	440527

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Lynne Clay
Headteacher	Helen Salih
Date of previous school inspection	16 March 2011
Telephone number	01332 700488
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