

# Weston Village Primary School

East Avenue, Weston, Crewe, Cheshire, CW2 5LZ

## Inspection dates

24–25 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards in reading, writing and mathematics are above the national average by the end of Year 6. This represents good progress from pupils' starting points.
- Teaching over time is good and leads to pupils' good achievement.
- Pupils enjoy purposeful learning activities that make them think and work hard. Most teaching helps to deepen pupils' understanding and their ability to solve problems.
- Behaviour is good and the school's work to ensure its pupils and staff are safe is also good. The school provides a nurturing and caring environment. Pupils are polite, courteous and considerate.
- Pupils' attendance has improved and is in line with the national average.
- Pupils' spiritual, moral and social development is promoted well. Strong international links lead to pupils having an excellent understanding of other cultures.
- Teaching and achievement are continuing to improve due to effective leadership of the headteacher, strongly supported by her deputy.
- The governing body actively supports and challenges the school to improve further.
- The majority of parents believe that the school provides a good education for their children.

### It is not yet an outstanding school because

- Teaching over time is not outstanding.
- Work does not always provide the right amount of challenge for the most able pupils and marking does not always give pupils enough information about how they could improve their work.
- Middle leaders are not given sufficient opportunity to check pupils' progress in their subjects and to be fully involved in working alongside teachers to improve their practice.

## Information about this inspection

- The inspection team observed 15 lessons and part lessons.
- Inspectors observed many aspects of the school's work, including the support for pupils who need extra help. They listened to pupils read, and had discussions with pupils to gather their views about the school. Inspectors examined pupils' work in their exercise books and that displayed in classrooms and around the school.
- The inspectors looked at a range of documents. These included: records of notable incidents including bullying, the tracking of individual pupils' progress, the school's plan for improvement, the use of additional funding for supporting pupils known to be eligible for free school meals, the impact of the primary school sport funding, safeguarding and child protection arrangements, and pupils' attendance records.
- Inspectors held meetings with the headteacher and deputy headteacher to evaluate their impact on the pupils' achievement.
- Meetings were held with the leader of the Early Years Foundation Stage, the manager of provision for pupils who are disabled or have special educational needs, and middle managers. A discussion was held with the Chair of the Governing Body, and there was a telephone conversation with the local authority representative.
- Inspectors spent time evaluating the overall views of parents. Informal discussions were conducted with parents as they brought their children to school on the second morning of the inspection. An evaluation was made of the 75 responses to the online questionnaire, Parent View, alongside 68 responses to a questionnaire conducted by the school.
- The views of staff were considered through 24 staff questionnaires.

## Inspection team

Prydwen Elfed-Owens, Lead inspector	Additional Inspector
Judith Tolley	Additional Inspector

## Full report

### Information about this school

- Weston Village Primary School is smaller than most primary schools.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is also below the national average.
- The proportion of pupils known to be eligible for the pupil premium funding is below the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and those looked after by the local authority.
- There is a breakfast and after-school club run by the school and this provision was checked during this inspection.
- During the past year, there has been a higher than usual level of staff absence due to long-term illness. All have now returned.
- The current Chair of the Governing Body was appointed in November 2013.
- In 2013, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- Improve teaching to outstanding, and so further raise pupils' achievement in English and mathematics, by making sure that:
  - work always provides the right amount of challenge, especially for the most able pupils
  - marking always gives the pupils the information they need in order to improve their work, especially the accuracy of their spelling, and that pupils are given sufficient opportunity to respond to teachers' comments and guidance.
- Improve leadership and management by:
  - making sure middle leaders have sufficient opportunity to check pupils' progress and to work alongside teachers to help them improve their practice.

## Inspection judgements

### The achievement of pupils

**is good**

- Pupils make good progress and standards in reading, writing and mathematics are above the national average by the end of Year 6. This represents good achievement.
- Most children start school with knowledge and skills that are broadly typical for their age. They make good progress in the Early Years Foundation Stage. Teachers place a strong emphasis on phonics (letters and the sounds they make) within well-planned and purposeful activities; consequently, children are confident and are well prepared for their entry into Year 1.
- In Key Stage 1, in 2013, standards were above the national average in mathematics and just a bit below average in reading and writing.
- Typically, standards over time at the end of Key Stage 1 have been broadly average in reading and writing but above average in mathematics. Currently, pupils in Key Stage 1 are making faster progress and reaching higher standards than seen in recent years. One Year 1 pupil summed up her progress and feelings of success by saying, 'It makes me very happy to look back over my literacy book to see how much I have improved.'
- Progress in Key Stage 2 builds on the good foundations established in earlier years and the rate of learning accelerates as pupils move up through the classes. By the end of Year 6, pupils reach above-average standards in reading, writing and mathematics. In 2013, progress and attainment in writing were particularly strong. Current work shows that this good achievement in English and mathematics is being maintained.
- Girls do better in mathematics than boys, and boys do better in reading and writing than girls. However, neither group underachieves and school leaders are working successfully to close these gaps. This is indicative of the school's commitment to providing equality of opportunity for all.
- Pupils' attainment in reading has risen noticeably over the last year because of the high profile it has been given. In the Early Years Foundation Stage and in Key Stage 1, pupils' understanding of phonics has improved significantly. In Key Stage 2, pupils enjoy reading a wealth of books by a variety of authors. They read clearly and with fluency. Eye-catching displays in the school corridors of recommended 'good reads' by each class also help to promote an interest in reading.
- Pupils known to be eligible for free school meals also make good progress across the school and reach the same standards in English and mathematics as other pupils.
- The few disabled pupils and those with special educational needs get support that meets their needs, and they do well.
- Checks on pupils' books and evidence in lessons show that the most able pupils usually do well but some of them are not always pushed to do their very best or sufficiently challenged to reach their full potential. Nevertheless, the proportion of pupils reaching Level 5 in Key Stage 2 has increased during the year.

### The quality of teaching

**is good**

- Teaching over time is good and leads to good progress.
- Teaching in the Early Years Foundation Stage and Key Stage 1 is successful in ensuring that pupils accurately recognise and sound out new vocabulary and so develop into confident and enthusiastic readers.
- Work in pupils' books, the outcomes of the school's checks, and the activities observed during the inspection confirm that teaching is good overall with some outstanding practice, particularly at the end of Key Stage 1 and in Key Stage 2.
- Most teachers have high expectations. They plan imaginative, purposeful activities that help pupils to solve problems and deepen their understanding. For instance, in Year 1, pupils studied a range of different types of invitation letters before designing their own to invite Year 6 pupils

to join them for a special French tasting breakfast. In Year 2, pupils were engrossed in analysing photographs of different habitats in preparation for developing the various habitats within the school grounds.

- However, this high-quality teaching is not consistent across the school. Recently, a number of temporary staff have been employed to cover the long-term absence of permanent staff. While this has generally been managed well, it has led to some variable practice. As a result, some work does not always provide the right amount of challenge in English and mathematics, especially for the most able. Marking does not always give pupils the information they need to improve their work, especially the accuracy of their spelling. In addition, they are not always given sufficient opportunity to respond to teachers' comments.
- The school has revised its procedures for tracking pupils' progress. Half-termly progress meetings now take place to ensure early identification of pupils' needs and suitable intervention, which includes the deployment of learning-support staff to assist individual pupils.
- Teachers' subject knowledge is good. A wide range of resources, including superb displays, books, interesting artefacts and interactive technology help make learning absorbing for pupils.

### The behaviour and safety of pupils

are good

- The behaviour of pupils is good. Relationships between pupils and adults are warm and encouraging. Pupils are polite and very welcoming to visitors, and are attentive when engaged in conversation and in groups discussing their views.
- Pupils enjoy coming to school and they say that good behaviour is typical of their school. This is confirmed by their punctuality, by school records and the views expressed by staff and parents.
- The school's work to keep pupils safe and secure is good. Pupils have a very good awareness of how to keep safe, for example, in relation to e-safety, road and water safety. They say that they feel safe and happy in school. Parents' views support their children's and pupils' good attendance and readiness to learn in lessons are further testament to this.
- Pupils report that incidents of bullying are rare. They are confident that adults in the school quickly resolve any incidents.
- Pupils feel well cared for and respected by all the adults, and know they can go to anyone should they need help or have any concerns. They 'post' their concerns in the school's 'Worry Box', confident of the school's respect and attention.
- Pupils are eager to learn and bring effort to their work. Pupils spoken to during the inspection were unanimous in their praise of mathematics, reading and art. One pupil said, 'Mathematics makes me think clearly and then more and more ideas come into my head.'
- Most pupils are well focused when tackling schoolwork. They cooperate well and support each other to succeed.

### The leadership and management

are good

- The headteacher, deputy and governors all share the same ambition and have confidence in their ability to improve teaching and achievement further. The school's own evaluation of its work is accurate.
- Their strong leadership of the supportive staff team means that the school has maintained its good performance and is now set to move forward rapidly.
- The leadership of the Early Years Foundation Stage is good and provision for the few pupils who are disabled and those with special educational needs is effective.
- The headteacher and deputy check the quality of teaching regularly and provide good challenge and support to improve practice where necessary. Overall, however, middle leaders responsible for key stages and for the development of specific subjects across the school are not given sufficient opportunity to check pupils' progress in the classrooms and to support colleagues to improve.

- The responses to all elements of the staff questionnaire provided by inspectors were positive, as were the comments made to the inspection team. School leaders regularly review staff performance; they take teachers' performance into account when making decisions about whether they are entitled to move up the pay scale.
- Pupils receive a broad and interesting variety of experiences covering all subjects of the curriculum, including science, art and geography, which they enjoy. There are many opportunities for pupils to apply their reading, writing and mathematical skills in a variety of subjects.
- Plentiful opportunities are provided for pupils' spiritual, moral and social development in daily learning. Pupils' cultural development, particularly through the school's active international links with Europe, China and South Africa, is outstanding. These links are further enhanced by imaginative displays that include flags, photographs, books and artefacts gathered by teachers on their visits to partner schools. This all helps to provide pupils with an inspiring and stimulating learning environment.
- The primary school sport funding has helped to widen the range of extra-curricular sport as well as giving teachers training to build their confidence and expertise in teaching different sports.
- The school values its partnerships with the parents and families. Their views are sought through questionnaires. Information about their children's progress is available at regular parents' evenings. The school website is accessible and provides a good range of information for parents.
- The breakfast and after-school club is open to all pupils and provides them with an opportunity to develop their social skills by joining in with other pupils to play a variety of games.
- The local authority is confident that the school is able to maintain and improve upon its current good performance with only minimal external support.
- **The governance of the school:**
  - The newly strengthened governing body is committed to the school and effectively supports and challenges it to improve further. In recent times, governors have improved their effectiveness by accessing support and training from the local authority governance service.
  - Governors bring to their roles a varied range of professional and personal skills which benefit the school and help to drive improvement. They are now in the process of conducting a skills audit to ensure a more effective balance of expertise by the autumn term to challenge and support the school more rigorously. They have a good understanding of the school's work and have high expectations.
  - Governors participate fully in checks on the school's performance, including comparisons with other schools and national data. They speak knowledgeably and accurately about the quality of teaching and pupils' progress and know where further improvements are required.
  - They have worked diligently to ensure all statutory requirements, including adequate safeguarding procedures, are in place.
  - School finances are spent wisely and governors give appropriate attention to making sure additional funding for sports and through the pupil premium has a positive impact on pupils' achievement.

## 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

<b>Unique reference number</b>	111075
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	439544

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	241
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bryan Gillard
<b>Headteacher</b>	Barbara Mitchell
<b>Date of previous school inspection</b>	12 May 2009
<b>Telephone number</b>	01270 685167
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