

Weavers Close Church of England Primary School

Alexander Avenue, Earl Shilton, Leicester, LE9 7AH

Inspection dates

28–29 January 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not consistently good enough to make sure pupils make good progress in all subjects. As a result, pupils' achievement requires improvement.
- The work given to the most able pupils is sometimes too easy for them.
- Teachers do not have high enough expectations about the quality and quantity of pupils' work.
- Pupils' handwriting, grammar, punctuation and spelling require improvement.
- In some year groups, there is little evidence of pupils' using their writing skills in other subjects. Pupils rarely produce long pieces of writing.
- Marking does not consistently help pupils to improve their work.
- The new curriculum has been planned in themes to interest pupils, but teaching in subjects such as science, history and geography does not secure pupils' good achievement.
- Leaders think the school is better than it is, as they do not check carefully, or often enough, that pupils' work shows good progress over time.
- Not all leaders of subjects make sure that pupils are learning as well as they should.
- Improvement plans do not identify precisely the actions to be taken, or show how success will be measured.
- Governors do not find out for themselves the accuracy of information given to them by school leaders.

The school has the following strengths

- Children make good progress in the early years as a result of good teaching.
- Pupils enjoy the academy and behaviour is good.
- The arrangements for keeping pupils safe are good. Pupils have a good understanding of how to keep themselves safe.
- The teaching assistants provide good support for pupils who need extra help with their learning.
- The actions taken to improve mathematics achievement and pupils' skills in phonics (the sounds that letters make), have been successful.
- Pupils' spiritual, moral, social and cultural development are good. Pupils are respectful of adults and of each other.
- There is some good teaching practice in the academy which can be shared with other teachers whose teaching is not yet consistently good.

Information about this inspection

- Inspectors visited 17 lessons which included short drop-in sessions to phonics lessons as well as one-to-one support sessions for pupils who have special educational needs. Two of these observations and the scrutiny of pupils’ work in books were completed jointly with the headteacher. Inspectors also observed pupils’ behaviour at play and lunchtimes.
- A number of documents were examined, including: the academy’s data on current pupils’ progress, the academy’s self-evaluation and its improvement plan, other planning and monitoring documents relating to safeguarding, and records relating to behaviour and attendance.
- Inspectors looked at the work in the books of pupils currently at the academy, talked with pupils, formally and informally, and listened to them read. They discussed with them their opinions of behaviour and whether they felt safe in the academy.
- Discussions were held with the headteacher, governors, senior leaders, staff and two improvement officers from the Leicester Academies Charitable Trust.
- Account was taken of the 16 responses to the online questionnaire, Parent View. Parents’ views were also sought at the start of the school day and a letter from a parent was considered. The views of 18 staff were analysed from their responses to a written questionnaire.

Inspection team

Lois Furness, Lead inspector

Additional Inspector

Paul Andrew

Additional Inspector

Full report

Information about this school

- Weavers Close Church of England Primary School converted to become an academy school in March 2013. When its predecessor school, Weavers Close Church of England Primary, was last inspected by Ofsted in March 2009, it was judged to be good overall.
- The academy is of average size for a primary school, and most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs (17%) is average. A small number of pupils have a statement of special educational need.
- At 46%, the proportion of pupils eligible for the pupil premium (additional funding from the government for pupils known to be eligible for free school meals or who are looked after by the local authority) is well-above average.
- Early years provision is full-time in a Reception class.
- The academy meets the current government floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The academy is sponsored by the Leicester Academies Charitable Trust and consequently has working relationships with the other academies within this multi-academy trust. It also works closely with the Affinity Teaching School Alliance which is a supportive network of approximately 69 primary and secondary schools. This alliance provides a range of professional development opportunities, including monitoring and evaluation activities.

What does the school need to do to improve further?

- Ensure teaching is consistently good so that pupils make good progress, by:
 - having higher expectations from teachers about the quality and quantity of pupils' work
 - giving the most able pupils work that makes them think hard
 - providing pupils with clear guidance in marking about how to improve
 - supporting pupils in improving their handwriting, grammar, punctuation and spelling skills and making sure they then use these in their writing in different subject areas
 - encouraging all teachers to learn from the best practice within school.
- Improve leadership and management by:
 - increasing the frequency and rigour of checks on pupils' written work to make sure that pupils are making good progress in all subjects
 - ensuring all leaders are accountable for the quality of teaching and the resulting achievement of pupils in their areas of responsibility
 - teaching subjects such as science, history and geography in sufficient depth
 - ensuring school improvement plans contain clear actions and measures, so leaders and governors can regularly check that changes are having the impact intended
 - ensuring governors are proactive in finding out for themselves the accuracy of information given to them.

Inspection judgements

The leadership and management requires improvement

- Leaders at all levels, including governors, have not ensured that teaching and pupils' achievement are consistently good in all subjects.
- The checking of teaching is not sharp enough. The checking of pupils' progress in their books, other than in mathematics, is too infrequent. While assessment records suggest good progress, this is not substantiated by pupils' written work. Therefore self-evaluation provides too optimistic a view of the academy's effectiveness.
- Not all leaders of subjects or key stages regularly check the quality of provision. For example, leaders have not identified that the reading journals contain only limited feedback to pupils, or that there is very little evidence of investigative work in science. In too many pupils' books, too little has been done to help pupils to improve their grammar, punctuation and spelling skills. In some year groups, there is limited evidence of pupils having the opportunity to write longer pieces of work.
- Performance management is now securely established and this year's objectives are linked closely to the national teaching standards and to the school improvement plan. Even so, the impact of performance management is not yet fully evident.
- The school improvement plan identifies the key priorities needed to improve the quality of education provided. However, the plan does not state clearly the actions to be completed and how success will be checked.
- The new National Curriculum has been implemented and subjects have been combined into themes which engage the interest of boys and girls. However, the subjects are not taught in sufficient depth to ensure pupils' good achievement. Pupils engage in and enjoy a range of extra-curricular activities, such as choir, netball, multi-skills, cheerleading, football, dance and drama.
- The early years leader has been effective in ensuring children make good progress in the Reception class.
- There are strengths in the academy's support for pupils' spiritual, moral, social and cultural development and the way it prepares pupils for life in modern Britain. Tolerance, respect and the skills of cooperation and collaboration are promoted well throughout the curriculum, including in the personal, social and health education programme. Discrimination is not accepted in any form. The school council helps pupils to learn about democracy, and the drawing up of academy rules teaches them about the importance of law.
- Leaders are committed to promoting equality of opportunity. Pupil premium funding is used effectively to provide disadvantaged pupils with additional support in English and mathematics. Overall, assessment information in the academy shows there is little difference in the achievement of disadvantaged pupils and others in the academy or others nationally, apart from in mathematics, where achievement was below expectations for other pupils as well.
- The academy uses its additional sports funding effectively to promote pupils' physical education. It has been used to provide training for staff and to extend the range and quality of activities available to pupils. This includes taking part in competitions and having additional swimming lessons. These have had a positive impact on pupils' performance and well-being. For example, 87% of pupils are now able to swim by the time they leave the academy, which shows an improvement on previous results.
- Leaders' work to ensure pupils attend the academy, behave well and are safe is good. Through working closely with parents, pupils' attendance has risen to be average. Safeguarding procedures are implemented well and meet requirements. Parents have positive opinions of the academy's work to look after their children.
- The Leicester Academies Charitable Trust provides appropriate support for the academy. The improvement officer has made regular visits and has worked closely with the subject leaders to improve

provision in mathematics, and to ensure that pupils' achievement in this subject is now good. The partnership work with other schools is useful, and allows staff to learn from each other for example, in improving pupils phonic skills.

■ The governance of the academy:

- The governing body has a good understanding of its role in providing both support and challenge. Governors receive regular reports from the headteacher about pupils' achievement and the quality of teaching. However, they have not checked the accuracy of information they are given. For example, they do not check that pupils' work shows secure evidence of good teaching in all year groups.
- Governors know that last year there were weaknesses in pupils' phonics skills and in mathematics achievement. They are aware that improvements have been made. They know that staff should only receive a pay award if pupils make good progress.
- Governing body minutes show evidence of challenge, including governors asking what has been the impact of spending, such as the sports funding and the pupil premium. They have also asked about the impact of teaching assistants, recognising that all staffing needs to provide value for money.
- Members of the governing body have a good understanding of how to keep pupils safe. They ensure the academy's arrangements for safeguarding pupils meet requirements. They know they have a responsibility to prepare pupils for life in modern Britain and the safeguarding policy includes a paragraph about safeguarding pupils from radicalism and extremism.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Parents, staff and pupils agree that behaviour of most pupils is typically good. Pupils behave well in class and play well together at breaks and at lunchtimes. They ensure no-one is left out and all have someone to play with. Pupils say they understand that by behaving well they will learn more, and will get a good job.
- In lessons, pupils mainly have good attitudes towards learning and work well together in groups, pairs or independently. They willingly share ideas and listen to what others have to say. Pupils show respect for all staff, including when working with teaching assistants outside the classroom.
- In some books, pupils take pride in their work and presentation is good. However, when teachers do not provide feedback to pupils, their work becomes untidy, difficult to read and is sometimes unfinished.
- Pupils move around the academy in an orderly manner holding doors for adults and for each other. They look smart in their uniform, and say they are proud to be here. Attendance is broadly average and leaders try hard to improve the attendance of the few pupils who are consistently late. One effective strategy is the offer of a place at the free Breakfast Club, which then encourages better attendance.

Safety

- The academy's work to keep pupils safe and secure is good. Pupils say they feel safe in the academy and parents agree with this viewpoint.
- Pupils know that risks exist, including those linked with a range of technologies. They are clear about what they should do to keep themselves safe in a wide range of situations involving water, fire and speaking to strangers. They know about internet safety and to never give personal details to people they do not know.
- Pupils say that bullying in any form is rare. They are confident that it is dealt with when it does occur. Pupils are very clear about the offence caused by derogatory language, including the use of racist and homophobic name calling. They say it happens infrequently and is tackled quickly.
- Thorough procedures are in place to ensure pupils' safety, which show leaders' high expectations of how pupils will be supported in their personal development. Strategies to improve behaviour are effective and leaders quickly seek the support and advice of outside agencies when appropriate.

The quality of teaching requires improvement

- The quality of teaching is inconsistent and the work seen in books and in lessons highlights this. Teachers now ensure that most pupils produce good-quality work in mathematics but in other subjects, including writing, the same good quality work is not always evident. At times, pupils produce too little, make careless mistakes and present their work is untidily. Not all teachers have high enough expectations regarding the quality or quantity of pupils' work across all subjects, and therefore pupils' progress is variable. Some subjects are not taught in sufficient depth to develop pupils' skills and understanding to an appropriate level.
- The quality of teachers' marking is inconsistent. There are examples of effective marking, particularly in pupils' mathematics books, where most teachers give clear feedback to pupils about what they have done well and how they should improve their work. However, in some books, comments are unhelpful and do not identify how to improve. Simple grammar, punctuation and spelling errors, for example, 'whent' or 'egypt', are not picked up. In some year groups, there are insufficient opportunities for pupils to write at length.
- Teachers do not routinely check pupils' skills and understanding during lessons to find out whether work is at the right level of challenge. Too often, the work is too easy for the most able pupils, who could easily manage more challenging work. Practice is better in mathematics, when the most able often have a problem to solve or are given an activity that develops their reasoning skills.
- Pupils are skilfully taught phonics in early years and Years 1, 2 and 3. This means even the weakest readers have the skills to read texts that are appropriate for their ability. Older pupils learn to develop their comprehension skills during regular reading sessions.
- Teaching assistants are well deployed and work in close partnership with teachers. Well-planned support ensures that those pupils who need extra help when withdrawn from the classroom make good gains in their learning. The help that teaching assistants provide for individuals and small groups ensures all pupils are included, including disabled pupils and those with special educational needs.
- Relationships are positive, so pupils want to please their teachers. Good attitudes towards learning start in the early years and continue throughout the school. In all subjects, pupils learn to take turns, listen carefully and to respect each other's views. Classrooms and areas around the academy are attractive and tidy, with interesting displays of pupils' work.
- Teachers generally question pupils well to check their understanding and to correct any misunderstandings quickly. They secure pupils' interest by using a variety of resources, including information technology.

The achievement of pupils requires improvement

- Achievement requires improvement because teaching varies in quality and this affects pupils' progress. This was confirmed by classroom observations and the work seen in pupils' books which showed that productivity is low and progress, therefore, too slow. Pupils make too little progress in improving their handwriting, grammar, punctuation and spelling skills. Work scrutinies show that pupils' understanding lacks the depth to ensure good progress in acquiring subject-specific knowledge; for example, in science, history and geography.
- National Curriculum test results and assessments for Year 6 pupils in 2014 showed attainment was broadly average in mathematics, reading, writing and the English grammar, punctuation and spelling test. Progress was good in reading and writing, but fewer pupils than the national average made expected or better than expected progress in mathematics. This was because too few pupils attained the higher levels in this subject.
- The current work in pupils' books, apart from in mathematics, does not show the same good progress in reading and writing as achieved in the National Curriculum tests. Too often, all pupils regardless of ability are given the same activities.

- The most able pupils' achievement requires improvement because tasks are sometimes too easy for them. They do not develop their knowledge, understanding and ideas fully over a sustained period of time.
- The progress made by disabled pupils and those who have special educational needs is similar to that of their classmates. Pupils who have specifically targeted support for their learning make good progress in these sessions.
- By the end of Year 6, in 2014, the attainment of disadvantaged pupils was similar to that of other pupils nationally in reading, writing and in the English, grammar, punctuation and spelling test. In mathematics, however, they lagged behind by approximately three terms. When compared to the attainment of their classmates, disadvantaged pupils attained similarly in mathematics and reading. However, they attained higher than their classmates by one and a half terms in writing, and by three and a half terms in the English grammar, punctuation and spelling test.
- In 2014, 35% of pupils attained the expected level in the Year 1 national phonics check, which is well below average. Following an analysis of why so few pupils achieved the expected level, staff have changed the way they teach phonics. More emphasis is given to enabling pupils to use their knowledge of letter sounds to read unfamiliar words. This is proving successful and, already, at least a half of pupils are able to read confidently and accurately the words on the 2014 phonics screening check. By Year 6, pupils say they enjoy reading and speak knowledgably about a range of different authors.
- Leaders have also responded well to the poor progress in mathematics in 2014. The calculation policy has been revised, and there is a greater emphasis on problem solving and developing pupils' reasoning skills. The work in pupils' books confirms that progress over time is improving, and standards are rising in all year groups.
- Children join the Reception with skills and abilities that are below those typical for their age in communication, language and literacy and in their personal social and emotional development. Most children, including those who need extra help, get off to a good start and in 2014 children reached standards similar to those of other children nationally by the end of Reception.

The early years provision

is good

- Provision in the early years is led and managed well. There are thorough systems for checking what children can do when they start at the academy and parents are involved closely in their children's learning. Detailed learning journals for each child provide an annotated and photographic record of their progress and learning experiences.
- Teaching is good and the teacher and teaching assistants work together effectively to provide a well-planned range of activities both indoors and outside. Good questioning skills and high expectations of what children are able to do, ensure that children are achieving well in all areas of learning and are well prepared for the curriculum in Year 1.
- Children make rapid progress in their letter formation, in writing for a purpose and in using their phonic knowledge to spell words. The most-able children produce lengthy pieces of writing, and all children draw on their knowledge of sounds and letters to spell words plausibly. Children are aware of the need for spaces between words and are increasingly using capital letters and full stops.
- Behaviour is good. Children enjoy learning and coming to school. Staff have clear expectations for behaviour which ensures a calm ordered atmosphere. Children are polite and respectful to each other and the adults who work with them and relationships are good. This means children feel safe and trust each other and the adults who work with them. Safeguarding procedures are in securely in place and regularly reviewed.
- Children with disabilities and special educational needs are supported effectively and are skilfully included in all activities.

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	139200
Local authority	Leicestershire
Inspection number	449800

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Dawn Smith
Headteacher	Julie Hickinbottom
Date of previous school inspection	Not previously inspected as an academy
Telephone number	01455 842138
Fax number	01455 846147
Email address	hdg@weaversclose.leics.sch.uk;

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

