

# Inspection of Weston Hills CofE Primary School

Learning Lane, Weston Hills, Spalding, Lincolnshire PE12 6DL

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Inspection dates: 5–6 November 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this school?**

Pupils feel safe at Weston Hills Church of England Primary School. They say that there is always someone to talk to about any worries that they may have. They explain how the school's values (hope, community, dignity, wisdom, joy and peace) help them to live together as a community. They accept each other's differences. Pupils know what bullying is and how to report it. They feel that problems are always sorted out.

Teachers want pupils to encounter new experiences. They organise exciting trips and visits. Older pupils enjoy helping younger pupils, for example through reading books together. Adults support pupils with special educational needs and/or disabilities (SEND) effectively. They make sure that pupils get the help they need to succeed.

Most pupils listen carefully to teachers and to each other. However, sometimes the work that teachers ask pupils to do does not help pupils to remember what they have learned and build on this. Teachers do not always explain clearly to pupils what they want them to do. This does not help pupils to do their best. Not all pupils achieve as well as they could.

## **What does the school do well and what does it need to do better?**

The school's values are at the heart of how adults teach pupils to behave. Pupils know that they need to respect each other. They reflect on this if they make the wrong choices. Leaders identify when pupils need more help to make the right choices. Adults work together to provide strong pastoral care for pupils and their families.

Leaders, including governors, have begun to be more ambitious for pupils. They have made sure that there is a clear plan in place to improve the school. Governors check that leaders identify what needs to improve and are organising changes that will make a difference.

Younger children visit the school several times before they start in September each year. Adults get to know children well and they settle quickly into school life. Parents and carers who inspectors spoke with valued the chances that they have to speak with staff. Parents add their own observations to assessments of what children know and can do. Leaders want children to become independent and talk about what they are learning. For example, children were able to describe how they knew what shape was hidden in a bag. However, they do not get off to a quick start in learning phonics because teachers' expectations are not as high as they could be.

Leaders want pupils to develop a love of reading. Teachers have chosen books that are special to them to share with pupils. They enjoy reading together. However, leaders have not made sure that all pupils get off to a strong start in learning to

read. Not all adults model pure sounds well to pupils. Teachers do not always make sure that the books that children have to read help them to practise the sounds that they know. Sometimes they are too hard.

Leaders have not yet organised the curriculum so that pupils are able to know more and remember more in all subjects. Staff do not check well enough what pupils understand. For example, in mathematics, pupils do not always recall methods that they have been taught. They do not have the chance to use these methods fluently before they are asked to solve problems using them. Not all staff have consistently high expectations of what pupils can do, or know which aspects of subjects pupils have learned before. Teachers do not always make their expectations clear so that pupils fully understand what is expected of them.

Leaders and teachers ensure that pupils with SEND get the help they need, and this is helping them to succeed. Leaders have provided training to help staff to support these pupils. They work closely with parents and pupils to check on how well pupils are learning. Leaders work closely with other agencies to meet pupils' learning and personal needs.

Leaders want pupils to learn about a wide range of subjects and to enjoy finding out about new things. Pupils enjoy the annual drama production, singing in the choir and learning to play musical instruments. Older pupils take on responsibility for helping others in the school. They enjoy their roles as mini-police officers and sports ambassadors. Pupils can try a wide range of sports, including boccia and seated volleyball.

Pupils appreciate the opportunity to be quiet and reflect together in collective worship. They learn about different religions and can explain why they should treat everyone fairly.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have made sure that staff have received up-to-date training. They check that staff understand what they should do if they have a concern about a child. Staff know how to raise concerns and are alert to the potential risks that children may face. Leaders make timely referrals of concerns and challenge other agencies where they do not feel that the outcome is in the best interest of the child. Pupils know how to keep safe online and who they should share information about themselves with. They learn about road safety and what to do if they receive an unwanted text on their mobile phone.

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

### (Information for the school and appropriate authority)

- Leaders have not made sure that there is a coherent and sequential curriculum in all subjects. Leaders should make sure that subject leaders receive high-quality training. Subject leaders should make sure that the curriculum sequentially builds on what pupils know and can do. They should make sure that teachers know what pupils have learned before and what they need to know in the next stage of school.
- Leaders have not established a consistent approach to the teaching of mathematics. Staff do not plan learning well enough to build on what pupils already understand. Leaders should check that staff have the subject knowledge that they need. They should check that staff use assessments effectively and have high expectations of what pupils can do.
- Leaders have not ensured that there is a rigorous and sequential approach to the teaching of phonics. Not all staff are experts in the teaching of early reading. Leaders should ensure that staff recognise misconceptions and address them. They should check that the curriculum is ambitious and challenging. Teachers should ensure that all pupils can fluently decode and read the books that they are given. Teachers should make sure that the sounds in them match the ones which pupils know.
- Governors and leaders want pupils to be well prepared for the next stage of their learning. However, not all pupils achieve as well as they should. Teachers do not always have high expectations of pupils and some pupils do not have high expectations of themselves. Leaders should ensure that all teachers make high expectations clear to pupils, so that they know how they can do their best.

### How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 120554  |
| <b>Local authority</b>                     | Lincolnshire  |
| <b>Inspection number</b>                   | 10110069  |
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Maintained  |
| <b>Age range of pupils</b>                 | 4 to 11   |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 142   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Co-Chairs of governing body</b>         | Ian Cox and Helen Terrington  |
| <b>Headteacher</b>                         | Jane Fitzgerald   |
| <b>Website</b>                             | <a href="http://www.westonhills.lincs.sch.uk">http://www.westonhills.lincs.sch.uk</a> |
| <b>Date of previous inspection</b>         | 16 October 2018   |

## Information about this school

- Since the last inspection, several new governors have been appointed and the responsibilities that different governors hold have changed.
- Weston Hills Church of England Primary School is a voluntary controlled school. The school was inspected under section 48 of the Education Act 2005 on 11 February 2015.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with senior leaders. They met with a representative from the local authority and four governors.
- Inspectors considered early writing, mathematics, science and religious education in detail. They met with subject leaders, visited lessons, scrutinised books and met with pupils and staff.
- Inspectors looked at the records of safeguarding held by the school. They spoke with leaders, staff, governors, parents and pupils. They considered the responses to Parent View, Ofsted's online survey.

## **Inspection team**

Hazel Henson, lead inspector

Her Majesty's Inspector

Rebecca King

Ofsted Inspector

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