

Inspection of Weston-under-Penyard C of E Primary School

School Lane, Weston-under-Penyard, Ross-on-Wye, Herefordshire HR9 7PA

Inspection dates: 4 and 5 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy attending school. They feel safe and know that teachers care for them. Parents who spoke with inspectors said that the school 'feels like a family'. Pupils enjoy their lessons. They attend and are enthusiastic about the range of clubs and visits on offer. For example, pupils visit the nearby Wye Valley and can join in clubs from French to construction. Caring, respectful relationships are evident across the school. Pupils say that bullying does not happen often, but staff deal with it well if it does. Pupils say that teachers listen to them.

Leaders are determined that every pupil achieves the very best. Many pupils rise to this challenge. This starts in nursery. Leaders swiftly address any barriers to children's learning and development. Pupils say that lessons can be 'hard in a good way'. They talk confidently about how they move new learning into their long-term memories by 'interrupting the forgetting curve'.

Pupils behave well. They are polite and courteous. They hold doors open for visitors, staff and peers. They talk passionately about their own and others' rights and responsibilities. They can describe how Meg, the school dog, has rights, too.

Inclusion is a high priority. Leaders are keen to ensure that all pupils are fully involved in school life.

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

Leaders have a clear, ambitious vision for their curriculum. They want pupils to leave school well prepared and 'future-proofed'. The curriculum is adapted skilfully when needed. This means that everyone, including pupils with special education needs and/or disabilities (SEND), is included in every aspect of school life.

In most subjects, teachers use retrieval activities to help pupils remember what they have been taught. However, in some subjects, leaders have not clearly identified what they want pupils to know and remember by the end of a topic. This means that the retrieval activities are not focused enough. Teachers do not always make the best use of the information from assessments to inform subsequent learning.

Pupils get off to a good start with learning to read. In Nursery, teachers develop children's love of stories and rhymes. Children learn to listen to sounds and to understand how books work. For example, two-year-olds choose familiar books and select cosy spots to 'read' them to an adult. As a result, children are ready to start learning to read as soon as they move into Reception Year.

Children in Reception quickly learn that letters make sounds. They know how to join them together to make words. This approach continues throughout key stage 1. Pupils' reading abilities are assessed regularly. Teachers intervene quickly when needed. As a result, pupils learn to read well. Pupils read books that are carefully

matched to the letter sounds they are learning. They also borrow books from the school's 'lending library'. Leaders are rightly proud that their books are well-loved and often read.

Some subject leaders are new to their roles. However, they have quickly identified and begun to successfully address areas for improvement. For example, in mathematics, pupils now enjoy opportunities to apply their knowledge and understanding to a range of problems.

Pupils behave well in lessons. They listen carefully and enjoy learning. They are incredibly proud of the work they produce in their floor books. Pupils also value being listened to. For example, each class votes for the book they will use to help them study their topic. Pupils know their own and others' rights and responsibilities. For example, they are confident to write to leaders asking about their plans for pupil mentoring. Pupils learn about current and world events. However, pupils' understanding of fundamental British values is less secure.

Nursery and early years are led by an experienced, knowledgeable leader. There is a carefully planned curriculum to meet children's needs, including those with SEND. Children get off to a good start academically and socially. However, the nursery building makes this challenging. Leaders have identified that children need better access to space, inside and outside, to support them to develop in all areas of learning.

Leadership is a strength. Leaders care deeply about pupils and their families and staff in their school. Leaders and governors consider workload and well-being, and staff appreciate this. They ensure that staff receive regular training. They use their monitoring to swiftly improve practice. Governors use their expertise to challenge and support leaders and staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a priority. In this small school, staff know families and pupils well. They understand the challenges and dangers in the community. For example, leaders ensure that pupils learn about water safety. Pupils also learn about managing online risks.

Staff and governors receive regular training. Procedures for reporting concerns are understood by all. Leaders regularly check records to identify potential risks. When safeguarding issues do arise, leaders swiftly make referrals to outside agencies. They then follow these up relentlessly. This means that pupils at risk receive the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum plans do not clearly identify the essential knowledge that leaders expect pupils to learn. As a result, activities to help pupils remember new knowledge are not as effective as leaders intend them to be. Leaders should develop their unique curriculum consistently so that they more clearly identify what pupils are expected to learn in all subjects.
- Some pupils do not have a detailed enough knowledge of fundamental British values. Pupils do not have the depth of knowledge that leaders intend. Leaders should further develop their plans so that pupils can draw on their understanding of being part of a rights respecting school. This will help them to develop their understanding of British values so that they are even better prepared for life in modern Britain.
- The nursery building makes it challenging for leaders' ambitious vision to be enacted. This means that children do not always have full access to enough space in order to develop. Leaders need to develop the nursery and Reception facilities so that children can move to outdoor activities easily during free flow play.

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 information from Ofsted Parent View 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 are the school and you are 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

Unique reference number	116918
Local authority	Herefordshire
Inspection number	10211989
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair of governing body	Gill Ruck
Headteacher	Beth Stevens
Website	www.weston-under-penyard.hereford.sch.uk
Date of previous inspection	22 January 2019, under section 8 of the Education Act 2005

Information about this school

- The executive headteacher and head of school have been appointed since the previous inspection.
- The school runs a before- and after-school club for pupils who attend the school.
- The school does not make use of alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, head of school and other senior leaders.

- The lead inspector held meetings with the chair and representatives of the local governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read.
- Inspectors spoke to leaders about the curriculum in other subjects and looked extensively at pupils' work. Inspectors sampled class 'floor books' in every class in subjects across the curriculum.
- Inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. They spoke to pupils about pupils' behaviour.
- The lead inspector held a meeting with safeguarding leads. Further discussions took place with pupils, staff and governors to check the school's arrangements for safeguarding. Inspectors also reviewed safeguarding records and checked the school's single central record.
- Inspectors considered responses to Ofsted Parent View, including parents' free-text responses. They also took account of responses to Ofsted's staff's and pupils' surveys.
- Inspectors visited the before-school provision and spoke to pupils who attend.
- Inspectors talked to parents at the school gate.

Inspection team

Rachel Henrick, lead inspector

Her Majesty's Inspector

Tracey O'Keeffe-Pullan

Ofsted Inspector

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022