

Inspection of Weston Village Primary School

East Avenue, Weston, Crewe, Cheshire CW2 5LZ

Inspection dates: 21 and 22 September 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

What is it like to attend this school?

Weston Village Primary is a vibrant and happy place to be. Pupils, including those with special educational needs and/or disabilities (SEND) and children in the early years, skip into school with a smile. Friendly staff welcome pupils with a personal greeting and soothe any concerns they may have with a listening ear. This helps pupils to feel safe.

Pupils know that teachers care about them. They said that they feel comfortable to approach any member of staff to share their worries, including about bullying. Pupils have every confidence that staff will resolve problems swiftly.

Everyone is clear about leaders' high expectations of pupils' behaviour and achievement. Pupils do not disappoint. Their behaviour around school and their attitudes in class are exemplary. They aspire to the school motto of 'Be the best you can be'.

Pupils appreciate the wide range of exciting extra-curricular activities on offer, such as ballroom dancing, sports and board games clubs. Pupils take pride in representing their school in performances and sporting competitions. They enjoy the regular trips they go on to enrich their learning. Through taking on responsible roles, such as ambassadors, pupils learn how to play an active role in improving their school and their community.

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

Leaders have designed a broad and ambitious curriculum for all pupils, including those with SEND. Leaders have undertaken a review of the curriculum to take account of pupils' unusual routes through the school in several mixed-age classes. Leaders have carefully constructed the curriculum from Reception to Year 6 to ensure that all aspects of the national curriculum are covered without unnecessary repetition.

In most subjects, leaders have identified the important knowledge that all pupils should learn each year. They have ordered this content carefully so that pupils can build on previous learning when presented with new ideas. Pupils can progress through the curriculum well, knowing more and remembering more over time.

In a few subjects, where leaders are not as clear about the knowledge that pupils should learn, there are times when teachers are hampered when they come to design learning. Occasionally, in these subjects, some pupils do not achieve as well as they should.

Leaders have delivered a comprehensive programme of training for subject leaders. As a result, subject leaders are playing an increasingly active role in providing teachers with subject-specific support and guidance. However, this is a work in

progress. A few subject leaders are not sufficiently skilled in ensuring that curriculums are delivered effectively and knowing when to provide additional help for some staff.

Children in the Reception class get off to a positive start. They are confident and happy playing and making friends. Staff warmly encourage children to listen attentively. Children join in enthusiastically in a range of activities that help them to develop their spoken language and vocabulary.

Leaders place a high importance on pupils learning to read well. This ensures that almost all pupils learn to read fluently and accurately by the end of Year 2. Older pupils hone their comprehension skills by accessing the high-quality literature built into the curriculum. They are eager to talk about their favourite books and authors.

Children start to learn how to recognise sounds and letters with daily phonics lessons as soon as they start in the Reception class. Leaders ensure that staff are trained to deliver the phonics programme consistently well. Teachers provide additional support for those pupils who fall behind. However, leaders do not check that this support is working sufficiently well for a small number of pupils.

Leaders ensure that the needs of pupils with SEND are identified early. Teachers deploy a range of effective strategies to ensure that this group of pupils can access and succeed in the same ambitious curriculum as their peers. Pupils are also ably supported by well-trained teaching assistants when necessary.

Pupils are provided with a rich diet of opportunities to learn about the diversity of the wider world. They understand the importance of everyone being treated equally. Pupils learn how their actions can make a positive difference to their school and their community. For example, pupils organised for Christmas cards to be sent to local residents and assisted in a pop-up café by serving refreshments in the local church.

Pupils demonstrate respect in the way they behave. They are polite, friendly and caring towards each other. Pupils develop their resilience and confidence by following school leaders' 'secrets of success'. Lessons are rarely disrupted by poor behaviour, so pupils can concentrate without interruption. Pupils are enthusiastic and proud of their achievements.

Governors are knowledgeable and committed to the continued success of the school. They offer effective support and challenge to school leaders in equal measure.

Leaders communicate well within the school and local community. Parents and carers hold the school in high regard. They appreciate the care and opportunities provided for their children. Staff are proud to work at the school. They appreciate that leaders are approachable and considerate of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand that safeguarding is everyone's responsibility. Leaders ensure that staff receive regular safeguarding training so that they can recognise the signs which could indicate that pupils are at risk or suffering from harm.

Leaders prioritise pupils' well-being and actively encourage them to talk about any concerns or worries they may have. Leaders ensure that, when necessary, pupils benefit from effective pastoral support without delay.

Pupils have many opportunities to learn how to keep themselves safe online and in the wider community. Older children play an active role in communicating safety messages to their younger peers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not keep a close enough check on the effectiveness of the support provided for a small number of pupils who struggle with reading. This means that some pupils do not catch up with reading quickly enough. Leaders should make sure that pupils, particularly those who struggle the most with reading, receive appropriate support to catch up quickly so they develop fluency and confidence as early as possible.
- In a small number of subjects, teachers do not receive the clarity, guidance and support that they need to deliver the curriculums effectively. Consequently, in these subjects, pupils do not achieve as well as they should. Leaders should ensure that in these curriculum areas, subject leaders develop their curriculum thinking and expertise. This will enable them to provide subject-specific guidance for teachers in the effective delivery of the curriculum, so that pupils achieve well.

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.

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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| Unique reference number | 145587 |
| Local authority | Cheshire East |
| Inspection number | 10241414 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 252 |
| Appropriate authority | Board of trustees |
| Chair of governing body | Carol White |
| Headteacher | Thomas Cutts |
| Website | www.weston.cheshire.sch.uk |
| Date of previous inspection | 12 November 2020, under section 8 of the Education Act 2005 |

Information about this school

- Weston Village Primary School converted to become an academy school in 2018. When its predecessor school with the same name was inspected by Ofsted, it was judged to be good overall.
- The school is part of the Cornovii multi-academy trust.
- Since the previous inspection, there have been several changes to the senior leadership team. This includes the appointment of the headteacher and two assistant headteachers. There have also been several changes to the governing body, including the appointment of the chair of governors.
- Leaders do not currently make use of alternative provision for any pupils.

Information about this inspection

The inspectors carried out this graded 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 discussions with the headteacher and other leaders. They also spoke with subject leaders and members of staff.
- Inspectors spoke with a representative of the trust and three members of the governing body including the chair of governors. Inspectors also spoke with the school improvement partner and a representative of the local authority.
- Inspectors observed pupils' behaviour in classrooms, during playtimes and lunchtimes, and around the school. They spoke with different groups of pupils to discuss their views of the school and their learning, behaviour and safety.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed documentation, checked attendance information and spoke to leaders, governors, staff and pupils.
- Inspectors carried out deep dives in early reading, mathematics, science and history. 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 reviewed samples of pupils' work. The lead inspector also observed pupils reading to a familiar adult. Inspectors also considered aspects of a number of other subjects on the school's curriculum.
- Inspectors spoke to parents and carers and considered their views, which were shared through Ofsted Parent View. This included the free-text comments received from parents. Inspectors also reviewed the responses to Ofsted's surveys for staff and pupils.
- Inspectors considered a range of documentation shared by school leaders, including the school development plan, the minutes taken at governors' meetings, and leaders' self-evaluation documents.

Inspection team

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