

Inspection of Weaverham Primary Academy

Northwich Road, Northwich, Cheshire CW8 3BD

Inspection dates: 17 and 18 January 2023

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy coming to school. Pupils get on well together. They look after each other. Pupils told inspectors that staff take good care of them. This makes pupils feel happy and safe in school.

Pupils are proud of their school. They are polite and respectful to adults and each other. Pupils work hard in lessons and take pride in their work. Pupils behave well in lessons, around the school and at breaktimes. They trust that if any bullying should happen, staff would deal with it quickly.

Leaders have high aspirations for pupils, including those with special educational needs and/or disabilities (SEND). Leaders have designed a curriculum that motivates pupils so that they are keen to learn. Pupils enjoy their lessons. They like to talk about their learning. Pupils across the school achieve well.

Older pupils relish opportunities to develop their leadership skills through their roles as school councillors, play leaders and well-being warriors. They organise games at playtimes and help leaders to collect pupils' views about the school.

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

Leaders and staff at Weaverham Primary Academy know their community well and understand the needs of their pupils. Leaders have developed an ambitious curriculum which provides pupils with the knowledge and skills that they need to achieve well academically and socially. The curriculum is organised well so that pupils are taught knowledge in a logical order. The carefully chosen visits and visitors enhance pupils' understanding of the different subjects and topics. Pupils achieve well.

In most subjects, teachers check on pupils' learning. This helps teachers to identify and address any gaps or misconceptions in pupils' knowledge and understanding. However, in a small number of subjects, teachers do not use leaders' assessment systems as effectively as they could. On occasion, this means that pupils do not have the prior knowledge needed to make sense of new learning. This hinders some pupils' progress in one or two subjects.

Leaders prioritise reading. Staff are trained well so that they deliver the phonics and early reading programme effectively. Leaders ensure that any pupils who fall behind receive appropriate support so that they catch up. Pupils enjoy the stories and class novels that their teachers share with them. Pupils develop a love for reading and enjoy sharing recommendations of books for others to read. Pupils learn to read fluently and confidently.

Staff ensure that pupils with SEND are identified quickly. Leaders ensure that staff have the training and information needed to help them meet these pupils' different needs. This means that teachers provide highly effective support to pupils with

SEND. Teachers adapt the curriculum so that pupils with SEND access the same learning as their peers.

All staff have high expectations of pupils' behaviour. Pupils follow the school rules diligently. The school is calm and orderly. Children in the early years play and learn well together. Occasionally, a very small number of pupils need additional help to manage their behaviour. This help enables these pupils to learn to regulate their own behaviour over time.

Pupils, including those with SEND, have a wealth of opportunities to develop their interests and talents, such as learning to play a sport or a musical instrument.

Leaders ensure that pupils learn about ideas such as equality, tolerance and democracy. Pupils said that everyone is welcome in their school regardless of their differences. Pupils enjoy learning about religions and people from other cultures. However, they do not revisit some knowledge. This results in gaps in their understanding.

Staff feel valued. Leaders are considerate of staff's well-being and workload. Staff feel that leaders' support enables them to be successful in their roles. Leaders are considerate of staff's views when making decisions.

Trustees and governors are knowledgeable about the school and its community. They provide challenge to school leaders to check progress against the school's priorities.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils and their families well. They understand the difficulties that some pupils and their families may face.

Leaders ensure that staff receive regular training so that they can recognise the signs that a pupil may be at risk of harm. Staff make detailed records of their concerns in a timely manner. Leaders follow up on any concerns appropriately. They work well with external agencies to ensure that pupils and their families get the help and support that they need.

Through the curriculum, pupils learn how to keep themselves safe. Pupils learn how to stay safe online, such as when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not use leaders' assessment systems as intended in one or two subjects. This means that teachers do not identify misconceptions or gaps in pupils' knowledge. Leaders should ensure that teachers have the information that they need about pupils' learning.
- The provision for pupils' spiritual development does not provide sufficient opportunities for pupils to learn about different cultures, faiths and religions. This limits pupils' personal development. Leaders should ensure that pupils are taught about different people's cultures and religions.

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

Unique reference number	146642
Local authority	Cheshire West and Chester
Inspection number	10255926
Type of school	Primary
School category	Academy sponsor led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	Board of trustees
Chair of trust	Brendan Wignall
Headteacher	Jocasta Price
Website	www.weaverhamacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Weaverham Primary Academy was not previously inspected under section 5 of the Education Act 2005.
- Leaders do not use any alternative provision.
- A new chair of the local governing body was appointed in September 2022.

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 considered a range of documentation shared by leaders, including the school development plan, minutes of governing body meetings, leaders' self-evaluation of the school and reports from the academy trust and external advisers.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with the chair and other members of the local governing body. They spoke with the headteacher, senior leaders, curriculum leaders, teachers and support staff. An inspector met with the chief executive officer.
- To judge the effectiveness of safeguarding, inspectors reviewed a range of documentation, including safeguarding records, behaviour records, attendance records and reports from governors. The inspectors discussed safeguarding with pupils and staff throughout the inspection.
- Inspectors considered the responses to Ofsted Parent View, Ofsted's online survey, including the free-text responses. The inspectors considered the responses to Ofsted's online staff and pupil surveys.
- Inspectors spoke with pupils informally during breaktimes and observed pupils playing. They collected the views of different groups of pupils and discussed their learning.

Inspection team

Keith Pullen, lead inspector

Ofsted Inspector

Peter Berry

Ofsted Inspector

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