

Inspection of Weeting Church of England Primary School

Main Road, Weeting, Brandon, Suffolk IP27 0QQ

Inspection dates: 13 and 14 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils get off to an excellent start in this school. They like learning and enjoy the practical activities that they do in lessons. The school is calm and orderly, with clear expectations of behaviour. Lessons are well structured so that pupils can focus on learning. Pupils can talk about the strategies they use to help them to remember their learning. They take pride in their work.

Pupils take responsibility seriously and enjoy preparing breaktime activities. They take care of each other and play well together. Pupils show empathy and compassion for others. They learn to be respectful and treat others as they want to be treated themselves. Pupils with special educational needs and/or disabilities (SEND) take part in school life and work well alongside their peers.

Parents and pupils say that bullying is rare and that if it occurs, leaders deal with it effectively. Pupils are happy, and parents say that their children love coming to school. Relationships between pupils and staff are positive. Pupils know adults will listen and support them.

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

The school's curriculum is broad and ambitious. It sets out what pupils will learn and by when from early years to Year 6. Teachers use curriculum plans well to build on what pupils have learned before. They present information clearly. Teachers introduce new subject knowledge first; pupils then use this in practical activities that they enjoy. Teachers check pupils' understanding during lessons. Pupils like the quizzes that help them check what they have learned. Where subjects are well developed teaching helps pupils remember what they have learned well. Some subject plans are newer than others, and teachers are still familiarising themselves with the content. In these subjects, not all pupils remember what they have been taught. Leaders work across the Trinity Partnership to share teacher expertise. This is developing teachers' subject knowledge rapidly so that teachers can more precisely identify gaps in pupils' learning.

Leaders have a clear ambition that every pupil will develop a love of reading. Class reading books interest pupils. They like discussing the moral dilemmas and exploring social difference. Pupils choose their own books to read and talk about these with enthusiasm.

Pupils learn to read from the moment they start school in Reception. Leaders have ensured there is a clear structure and sequence to the teaching of phonics. They check the teaching of the systematic phonics programme is precise. Teachers model the pronunciation of letter sounds clearly. They revisit these without moving on too quickly. This means pupils can remember sounds with ease. Pupils' reading books are matched closely to the sounds they know so that they learn to read fluently.

All staff receive training so that they can support pupils in the early stages of reading. Staff are quick to identify pupils who are less fluent readers. They give them extra support so that they catch up well.

Pupils with SEND are accurately identified and well supported. Teachers put plans in place that meet pupils' individual needs so that they can access learning with their peers. Some pupils benefit from teaching that takes place in The Nest. This is a calm and less busy space where pupils can keep up with learning. Pupils that access this class are, rightly, proud of their achievements.

Children in Reception have access to an extensive range of enticing activities. These help children's all-round development as part of an ambitious curriculum. Children remember what they have learned well because the activities invite them to revisit and practise what they have been taught. Teachers routinely praise children's efforts. Children persevere at tasks that support their mathematical development. They use their phonic knowledge to write about things that interest them. Children play imaginatively. They make detailed creations inspired by the stories they have been reading. There is a sharp focus on developing children's vocabulary. Children cooperate well and help each other. They are very well prepared for Year 1.

Pupils learn to be respectful and understand difference. They vote for representatives on the school council which helps them learn about democracy. They participate in sports activities during lunchtime and beyond the school day. Pupils and parents would like a wider range of clubs. Pupils would like teachers to talk to them about what kind of clubs they could access because they don't know what is possible.

Trustees and leaders know the school well. They have made strategic choices that have improved the leadership of the school and addressed previous weaknesses. Leaders are mindful of teachers' workload and well-being. They hold leaders to account for the safeguarding and education of pupils and the community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that pupils' safety and welfare are at the forefront of everyone's mind. They provide regular training for staff and access to an online system so that they can keep themselves up to date. Staff are alert to the signs of potential abuse and know how to record any concerns. Leaders are persistent in finding the right support and help for families. They work well with other agencies to ensure that this is as effective as possible. Pupils learn how to keep themselves and others safe, including online.

Pre-employment checks are completed appropriately and detailed on the single central record.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders' curriculum plans have only been recently introduced. Not all teachers have a secure understanding of how key knowledge in these subjects builds over time. This means that pupils do not remember the key ideas that help to secure their understanding across the whole curriculum. Leaders should continue to establish their curriculum plans so that pupils have sufficient time to revisit and integrate new knowledge into wider learning.
- Pupils have some opportunities to participate in clubs, trips and activities. Pupils say they would like more. This means that their personal development is not fully promoted. Leaders should ensure that there is a wider offer of clubs and activities to develop pupils' talents and interests to nurture and develop pupils beyond the academic curriculum.

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	140681
Local authority	Norfolk
Inspection number	10255126
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	Board of trustees
Chair of trust	David Barrett
Headteacher	Jacqui Hardie
Website	www.trinitypartnership.norfolk.sch.uk
Date of previous inspection	18 May 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- This school has an additional class called The Nest. Children from all three schools in the Trinity partnership can attend to further support their individual needs. This class provides curriculum support in a small group setting.
- This school is part of The Diocese of Ely Multi-Academy Trust, which consists of 39 primary schools. The school is part of the Trinity Partnership with two other schools in the trust, Duchy of Lancaster and The Norman Primary School.
- This school is a Church of England primary school. The last section 48 inspection took place on 17 May 2023 which was judged good. The next inspection will take place in five years.

Information about this inspection

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

- This was the third routine inspection the school received since the COVID-19

pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors met with the head teacher, relevant subject leaders, the chair of trustees and the chief executive officer.
- The inspectors carried out deep dives into these subjects: early reading, science, mathematics and geography. 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 spoke to leaders about the curriculum in some other subjects and looked at a sample of pupils' work across year groups and observed pupils reading.
- The lead inspector reviewed information on the school's website, including school policies and information about the curriculum.
- Inspectors met with the designated safeguarding leads to discuss arrangements that are in place to support safeguarding. They checked the single central record for pre-employment checks and the school's safeguarding records.
- Inspectors reviewed the school's behaviour records, including records of incidents of bullying and how these are followed up. The inspectors observed pupils' behaviour in lessons and at breaktimes
- The lead inspector considered 31 responses to Ofsted Parent View, including free-text comments.

Inspection team

Mireille MacRaid, lead inspector	His Majesty's Inspector
Conor Heaven	His Majesty's Inspector

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