

Inspection of Weston Rhyn Primary School

Old Chirk Road, Weston Rhyn, Oswestry, Shropshire SY10 7SR

Inspection dates: 14 and 15 November 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	19 and 20 June, under section 5 of the Education Act 2005

What is it like to attend this school?

This is a welcoming, friendly school. Pupils are kind to each other, behave well and work hard. There is an inclusive ethos, and everyone looks out for one another. The values of respect, courage and community are interwoven throughout school life. This means bullying is rare and, if it does happen, it is dealt with quickly by staff.

The school has developed an exciting curriculum that celebrates the local area. There are high expectations, and this is helping to improve outcomes. Pupils love learning, and their attendance is improving. They enjoy reading, and the school has invested in new books. Pupils discover many new authors and interests as a result.

Everyone refers to the school as the 'Weston Rhyn family'. This is reflected in the way pupils take pride in learning and playing together happily. Older pupils take their leadership roles very seriously. These include house captains, peer mentors and event coordinators. This prepares pupils as future citizens. There are various clubs and trips, including a craft and a gardening club. Furthermore, pupils have opportunities to care for the outdoor area and look after the school's chickens.

Parents feel well supported by the school. They say that staff are always happy to help 'with kindness and compassion'.

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

Leaders have worked quickly to implement a broad, ambitious curriculum. Historical outcomes at key stage 2 have been lower than national averages, but this is improving. Leaders have raised expectations by identifying the essential knowledge and vocabulary that pupils need to learn. The curriculum now builds progressively from the early years. As a result, all pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Reading is a high priority. Staff are well trained. They teach reading well. Regular checks ensure that pupils who need additional help get daily opportunities to catch up quickly. The range of books celebrates the school's commitment to diversity and inclusion. However, the school does not have a consistent approach to letter formation and handwriting. This means that some writing skills are not as well developed as they could be.

Teachers have secure subject knowledge and present content clearly. They ensure that pupils with SEND are fully included in lessons. However, teachers do not always routinely check what pupils have learned or what they already know. This means adults do not always spot gaps in pupils' knowledge, and this slows some pupils' learning.

In the early years, children are calm and confident. They collaborate well. For example, children worked well together to make potions and puppets to tell each

other stories. Children show sustained attention when working independently. They are well prepared for Year 1.

The school is determined that pupils with SEND achieve well. Their needs are identified quickly. The school works well with external services to ensure that pupils get the additional support they need. The school takes extra care to support those who need help to manage their behaviour. This all means that pupils with SEND succeed in all aspects of school life.

Mental and physical well-being are of a high importance at the school. Staff are empathic and caring. They support pupils, families and the community very well. This is highly appreciated by parents, and attendance has improved as a result. Everyone knows the rules and routines for behaviour. There is a calm, positive environment for learning around school.

There is a strong emphasis on pupils' personal development. Clubs, such as reading, construction and sport, are very well attended. Everyone gets the chance to learn the recorder. Pupils visit other schools to carry out science investigations, meet authors, and perform in music concerts. Pupils are reflective. They talk about different families, cultures and beliefs with respect and understanding. Pupils learn breathing exercises together to stay calm. There are book nooks and quiet spaces where pupils can go, simply for time to reflect and read.

School leaders and the local authority have worked closely together to ensure stability in staffing and the curriculum. This has been highly effective and is improving all aspects of school life. Staff feel valued. They say that they are listened to and that the changes help with their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not routinely check what pupils have learned or check what pupils already know. This means adults do not always spot gaps in pupils' knowledge, and this slows some pupils' learning. The school should ensure that teachers make consistent use of the school's assessment strategies so that pupils know and remember more of the curriculum over time.
- The school has not developed a consistent approach to the teaching of letter formation and handwriting. Pupils do not apply the sounds that they have learned in phonics to improve their fluency in writing. The school should ensure that there is a consistent approach to the teaching of letter formation and handwriting and ensure that staff are trained to deliver this 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	123403
Local authority	Shropshire
Inspection number	10285046
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair of governing body	Janet Kelly
Headteachers	Suzi Bray Tracey Derham
Website	www.westonrhyn.shropshire.sch.uk
Dates of previous inspection	14 March 2018, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, there have been significant staffing changes. There is now a co-headship in place. A special educational needs coordinator (SENCo) has been appointed.
- The school does not make use of any alternative provision.
- There is a privately run playgroup and before- and after-school club on the school premises.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the governing body, the co-headteachers, SENCo and subject leaders at the school. They also met with representatives from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Johanne Clifton, lead inspector

Ofsted Inspector

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