

Inspection of a good school: Weston-on-Trent CofE (VA) Primary School

Forrester Avenue, Weston-on-Trent, Derby, Derbyshire DE72 2HX

Inspection date:

7 December 2023

Outcome

Weston-on-Trent CofE (VA) Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of their school. They are welcoming, polite and respectful. They are very well cared for. Pupils are wonderful ambassadors for this inclusive school. They are enabled to sparkle, as the school lives out its motto, 'Let your light shine.'

The school has high expectations of pupils' behaviour. These expectations are met consistently. Pupils get along with each other. Older pupils care for younger ones. Pupils are safe and know that they can share any worries with a trusted adult.

Pupils benefit from many opportunities and experiences that the school offers. They grow in self-esteem and confidence. They appreciate the range of lunchtime and after-school extra-curricular activities. Many pupils enjoy being part of Forest Rangers, the Perform and Shine Club and the choir. Pupils relish the sports activities available. Older pupils appreciate taking on leadership responsibilities, such as being sports leaders, librarians and reading mentors. Pupils form lasting memories of friendships and caring staff.

Parents and carers have very positive views. A parent, typical of many, commented: 'A positive atmosphere. A great sense of community. It's great to see such encouragement for children and enthusiasm for learning. Teachers are great champions of children's achievements and goals.'

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

Leaders, including governors, know the school very well. They know its strengths and priorities for improvement. They lead with a clear vision. Changes in leadership have galvanised the school's determination to build on its strengths. For example, revised approaches to supporting pupils' behaviour enable staff to recognise and affirm pupils' positive attitudes. These changes also enable staff to support pupils' self-regulation, when needed. The school has a purposeful and calm ethos.

The school has ensured that the curriculum is broad in its scope. Leaders identify the precise knowledge that they want pupils to learn and when, in most subjects. Leaders make sure that most subject curriculums are well sequenced. For example, in mathematics, pupils regularly revisit and build their mathematical knowledge over time from early years to the end of Year 6. However, some subject curriculums are being enhanced to ensure that steps in learning are clearly planned for over time.

Teachers have good subject knowledge. They check pupils' learning. They address errors and misunderstandings. They ensure that work is suitably demanding. Pupils learn well.

The school prioritises reading. Staff nurture pupils' love of reading. Many pupils relish the daily story time sessions. The school ensures that children get off to a swift start in learning how to read in the early years. Staff are trained well to deliver the school's chosen phonics scheme. Pupils build their phonics learning over time. They are guided and supported to become fluent and confident in their reading. Staff check pupils' learning. Those that need additional support are helped to keep up with their reading. The school's reading curriculum enables pupils to build their comprehension skills well. Pupils learn to read with understanding and expression.

The school provides very well for pupils with special educational needs and/or disabilities (SEND). Staff adjust teaching to make sure that these pupils access the same curriculum as their peers. For example, staff support pupils effectively in lessons. They break down tasks and target questions to extend these pupils' learning. The school supports pupils' behavioural, social and emotional needs through an extensive range of nurture and therapy-based provision. This is an inclusive school where all pupils, including pupils with SEND, learn well.

The school's promotion of pupils' personal development is strong. Pupils are prepared well for life in modern Britain. For example, they have opportunities to understand democracy and the parliamentary system. They have a mature appreciation of faiths and cultures that are different to their own. Respect is a key value that is lived and nurtured across the school. The school's personal, social, health and economic (PSHE) education curriculum is well thought through. PSHE focuses on relevant issues. For example, older pupils think deeply and develop an understanding of risk and how to make wise choices in varied and difficult situations. The school promotes pupils' moral development well. Pupils deepen their understanding of fairness, and of right and wrong.

Staff are overwhelmingly positive. They like working at the school. They value the school's team ethos and strong morale. Staff appreciate the consideration shown to their workload and well-being. They are proud to be part of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some foundation subjects are not as fully progressive in building pupils' learning as they could be. Pupils are not fully enabled to develop their understanding as well as they could in these subjects. The school needs to ensure that all subject curriculums systematically build pupils' knowledge and skills over time so that pupils know and remember more in all foundation subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2014.

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	112896
Local authority	Derbyshire
Inspection number	10286991
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	140
Appropriate authority	The governing body
Chair of governing body	Colin Glynn
Headteacher	Mark Hibbert
Website	www.westoncofe.derbyshire.sch.uk
Dates of previous inspection	2 May 2018, under section 8 of the Education Act 2005

Information about this school

- Weston-on-Trent CofE (VA) Primary School is a Church of England school with a Christian ethos. It received its Statutory Inspection of Anglican and Methodist Schools in April 2016.
- The headteacher took up post in September 2023.
- The school does not use the services of any alternative provision.

Information about this inspection

- 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 headteacher and senior leaders. They met governors, including the chair.
- Inspectors carried out deep dives in reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons,

spoke to teachers, spoke with some pupils about their learning and looked at samples of pupils' work. They listened to pupils read.

- Inspectors looked at a range of other subjects, including science, PSHE, art, music, computing, design technology and geography. They reviewed curriculum planning and looked at samples of pupils' work.
- Inspectors met formally with groups of pupils to talk about the quality of education and other aspects of school life. They spoke with staff and pupils informally.
- Inspectors met with the special educational needs and disabilities coordinator to review the provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; reviewed safeguarding records; and considered the extent to which the school has created an open and positive culture of safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documentation. They looked at the school's website and published information about the school's provision, policies, self-evaluation and development plans.
- Inspectors considered the views of parents who completed the Ofsted survey, Ofsted Parent View, including free-text responses and correspondence received during the inspection. They reviewed responses to Ofsted's survey for school staff.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

Christine Watkins

His Majesty's Inspector

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