

Inspection of Weeton Primary School

Minden Road, Weeton, Preston, Lancashire PR4 3HX

Inspection dates: 6 and 7 February 2024

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	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Respect for others underpins the warm relationships between pupils and staff at this welcoming school. Pupils value the different faiths, cultures and families that make up modern day Britain. This understanding helps to create a school where pupils are happy and everyone is made to feel welcome regardless of their differences.

The school has high expectations of the achievement of all pupils, including those with special educational needs and/or disabilities (SEND). Many pupils join the school part way through their primary education. At whatever point a pupil becomes part of the school, there is an ambition for them to succeed and many pupils achieve well.

Pupils are keen to follow adult's instructions. They behave well. Those pupils that need extra help in managing their emotions are ably supported by caring and nurturing staff.

Being part of this tight-knit community is important to pupils. They place a high value on their friendships. Older pupils enjoy having responsibilities, such as being playground buddies to pupils in key stage 1. Pupils also go to great lengths to raise funds for charities that support members of the armed forces and their families.

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

The curriculum is ambitious for all pupils, including those with SEND. In most subjects, the school provides high-quality training and support that enables teachers to deliver the curriculum well. In the main, teachers identify and address any gaps in pupils' knowledge before moving on to new concepts. Many learning activities are well designed and build on what pupils already know. Across a number of subjects, pupils develop a deep body of knowledge. Typically, pupils are well prepared for each stage of their education.

In a small number of subjects, some teachers do not teach all of the specific knowledge set out in the curriculum as specified by the school. In these subjects, the school has not assured itself that the curriculum is being taught as intended. Consequently, in a small number of subjects, some pupils have gaps in their knowledge and do not achieve as well as they should.

The school has highly effective systems in place that identify the additional needs of pupils with SEND. Skilled staff provide effective support and resources which help pupils with SEND progress well through the curriculum.

Pupils benefit from a carefully constructed phonics programme. Children in the Reception Year quickly begin to learn the different sounds that letters represent. Knowledgeable staff promptly identify and support any pupils who need extra help to develop their phonics knowledge. Pupils enjoy reading books that are carefully

matched to the sounds that they have learned. This helps pupils to become confident and fluent readers by the end of key stage 1.

The school ensures that pupils access a broad range of books, including poetry and non-fiction. Older pupils understand the importance of reading regularly. They read high-quality classic and modern books. Children in the Reception Year enjoy a range of nursery rhymes and traditional tales which helps to ignite a love of learning new and interesting words.

Staff in the Reception Year ably support children to quickly understand the school rules and routines. The children learn to share and cooperate well alongside each other. Many pupils are courteous and well-mannered. Some pupils are absent from school too often. At times, these pupils do not receive the timely support that they need to improve their attendance quickly. This has a negative impact on how well these pupils achieve.

The school has carefully selected a wide range of opportunities to enhance pupils' wider development. Pupils understand how to keep themselves safe online. The school ensures that pupils learn about the signs of healthy relationships. Pupils take part in regular outdoor learning which helps them to develop their teamwork and problem-solving skills. They experience a broad range of trips and visits, many of which bring learning to life.

Governors have a secure understanding of the school. They provide effective support and challenge linked to the quality of education. Staff value being part of the school. They appreciate the consideration and actions taken that help support their workload and well-being. Staff also value the training that they receive to help them deliver the curriculum well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, some teachers do not implement the curriculum as the school intends. In these subjects, some pupils do not achieve as well as they should. The school should ensure that teachers deliver the subject curriculums effectively so that pupils learn the knowledge that they need to achieve well.
- Some pupils do not attend school often enough. This limits how well they learn. The school should develop effective systems to monitor the absence of different groups of pupils and provide intervention in a timely manner.

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	119279
Local authority	Lancashire
Inspection number	10294310
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	The governing body
Chair of governing body	Cheryl Little
Headteacher	Anthony Goth
Website	www.weeton.lancs.sch.uk
Date of previous inspection	5 and 6 January 2012, under section 5 of the Education Act 2005

Information about this school

- Both assistant headteachers took up their posts in January 2024.
- The governing body operates a breakfast club and after-school provision.
- The school does not make use of any alternative provision.

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 had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in the evaluation of the school.
- The inspectors completed deep dives in the following subjects: early reading, mathematics and history. As part of the deep dives, the inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers and

looked at pupils' work. The inspectors also looked at the curriculum and pupils' work in some other subjects.

- The lead inspector observed some pupils read to a familiar adult.
- The inspectors spoke with the headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted's online pupil survey.
- The inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's online staff survey.
- The inspectors spoke with some parents and carers. They considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

Barbara Dutton

Ofsted Inspector

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