



Weston Village Primary School

Inspection Report

Unique Reference Number 111075
LEA Cheshire
Inspection number 278590
Inspection dates 25 January 2006 to 26 January 2006
Reporting inspector Mr Paul Bamber CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

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|------------------------------------|--------------------|---------------------------|-------------------------|
| Type of school | Primary | School address | East Avenue |
| School category | Community | | Weston |
| Age range of pupils | 4 to 11 | | Crewe, Cheshire CW2 5LZ |
| Gender of pupils | Mixed | Telephone number | 01270 582537 |
| Number on roll | 187 | Fax number | 01270 251378 |
| Appropriate authority | The governing body | Chair of governors | Mrs J McLaughlin |
| Date of previous inspection | 15 January 2001 | Headteacher | Mr R Broughton |

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school has grown rapidly over the last three years and is very popular. A less than average proportion of children come from disadvantaged backgrounds. The children enter the school with skills broadly as expected for their age. Most children are from a White British background. There is a lower than average proportion of children from minority ethnic backgrounds or who have learning difficulties and/or disabilities. The percentage of children who join the school at times other than the usual time of entry into the Reception class is much higher than average.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. This judgement is in line with the school's own evaluation. The school is led and managed well and provides good value for money. Overall, children achieve well. They attain standards well above average by the time they leave the school at the end of Year 6. However, boys' writing needs to improve. Children's good achievement is the result of effective and sometimes outstanding teaching. However, there are some relative weaknesses in the use of assessment in subjects other than English, mathematics and science. The curriculum is interesting and considerably enriched by a wide range of clubs and out of class activities. Strong partnerships with parents, other educational establishments and the local community enhance children's experiences and contribute significantly to their well-being. The outstanding quality of the care, support and guidance children receive make a very positive impact on their good personal development. Children behave well and have excellent attitudes to school. Despite its rapid growth, the school has retained a 'family atmosphere' in which children's health, safety and security remain paramount. The quality and standards in Foundation Stage are good. Children make a good start to their education in the Reception class. The school has improved well since the last inspection. This is allied to its accurate self evaluation and places it in a good position to improve further.

What the school should do to improve further

- Improve children's writing, especially that of boys, so that they achieve as consistently well as they do in reading, mathematics and science.
- Improve assessment systems and their use so that tasks set in subjects, other than English, mathematics and science, better match children's prior attainment.

Achievement and standards

Grade: 2

Achievement is good and standards are well above average overall. Children enter the Reception class with skills broadly as expected for their age and as a result of effective teaching and accurate assessment, progress well. Most enter Year 1 having met or exceeded the levels expected of them nationally. Children make steady progress through Years 1 and 2. In the 2005 national assessments, Year 2 children exceeded average standards for the fifth consecutive year.

Throughout Key Stage 2, children make good progress in reading, mathematics and science. Although the proportion of children attaining Level 4 and Level 5 in English is above average, the percentage reaching Level 5 does not match that in mathematics or science. Boys' writing especially is in need of improvement. National test results for Year 6 in 2005 were significantly above average. However, there was a marked difference in the performance in reading, which was high and in writing, which was broadly average, with few children attaining the higher Level 5. The school meets consistently the challenging targets it sets for performance in Year 6 national tests.

Children with learning difficulties and/or disabilities make good progress as a result of high quality support and good resources. Those children who join the school at times other than normal achieve well due to the good teaching and very effective induction arrangements.

Personal development and well-being

Grade: 2

Children's personal development and well-being are good, as is their spiritual, moral, social and cultural development. They enjoy coming to school and their self confidence blossoms. Children say that, 'there is a good atmosphere and everyone is very friendly'. They develop a good understanding of respect for others and the difference between right and wrong. The school has rightly identified that children need to develop a better understanding of the richness and diversity of world cultures through more first-hand experiences. Children are courteous and friendly towards visitors, respect their teachers and are eager to please them. Behaviour is good. It is closely monitored and the positive approach adopted by the school is effective. Children understand they are at school to learn and as a result they acquire the skills which will stand them in good stead for the future. Attendance is well above average, a good indication of how much children enjoy school.

The school is creative in seeking ways to promote children's personal development. For example, regular meditation in Year 3 provides an opportunity to develop their emotional and spiritual well-being. Children work safely and adopt healthy lifestyles, being proactive in instigating healthier snacks at break. Children contribute very well to school life through an effective school council and their contribution to and involvement with the community is extremely good. They learn to listen to others and to discuss issues constructively.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall, with examples of outstanding practice in Years 4 and 6. Teaching is particularly good in mathematics and science. It is not always as effective in writing, especially for the more-able or for boys. Outstanding lessons are characterised by very high expectations of children's verbal and written responses and by excellent use of information and communication technology to engage and motivate learners.

In most lessons, there are very positive relationships and good classroom management together with judicious use of questions and tasks to challenge children of all levels of ability. Children react to these strengths by listening attentively, responding enthusiastically and by trying their hardest to succeed and improve their work. They find learning 'fun' and 'interesting' and enjoy working cooperatively. Children learn very well when set independent tasks or when given a say in how they learn. Teaching

assistants work effectively alongside class teachers to ensure that children with learning difficulties and/or disabilities make good progress. These children often achieve the expected levels in national tests. Assessment is good in the core subjects of English, mathematics and science. However, there is a lack of consistency in the assessment systems in other subjects and the way information is used to plan tasks to match children's individual learning needs. Marking is rigorous and children report how useful it is in helping them improve their work.

Curriculum and other activities

Grade: 2

Although the school judges the curriculum to be outstanding, inspectors judge it to be good overall, with some outstanding features. It is planned to meet the needs of all children, including those with learning difficulties and/or disabilities. Children are taught how to lead healthy lives and to keep themselves safe. There is full coverage of literacy, numeracy and science. Information and communication technology is successfully incorporated across the curriculum. The curriculum in the Foundation Stage is good. The school has rightly identified that children, especially boys, should have more opportunities to develop their writing skills across all subjects. Regular themed weeks enrich children's learning well. The recent 'Weston Election Week' encouraged lively political debate. The range of activities outside lessons is outstanding and enriches children's learning considerably. The activities are well attended and appreciated by children throughout the school. Numerous sporting and aesthetic opportunities coupled with residential visits help to develop children's physical and social skills well.

Care, guidance and support

Grade: 1

The school modestly judges care, guidance and support to be good, but inspectors consider them to be outstanding. The higher than average proportion of children joining the school at times other than the usual time of entry are fully included and supported exceptionally well. The children are warmly welcomed and soon feel confident about their new school. The positive relationships ensure that children feel safe and that there is someone they could turn to for help if it is needed. Children with learning difficulties and/or disabilities are guided well in their learning by clear targets in their individual education plans and are supported effectively by well deployed teaching assistants. Arrangements for child protection are thorough and secure. Procedures for first aid and risk assessment are robust. A strong caring ethos permeates all aspects of the school's work. The systems to track children's progress in the core subjects are rigorous and enable the school to identify clearly which children need extra support to help them achieve well. The induction procedures for children starting in the Reception class and procedures for transferring to secondary school are good.

Leadership and management

Grade: 2

The quality of leadership and management is good overall and has some outstanding features. The headteacher provides strong leadership and his and the governors' management of the move into new school buildings, the rapid growth of the school and the high turnover of children has been excellent. The headteacher and his able deputy headteacher form an effective partnership, complementing each others' skills very well. They have created a strong staff team with high morale. Rigorous systems to analyse strengths and weaknesses in achievement and performance, ensure continual improvement. For example, the teaching of information and communication technology has improved considerably because of the training for staff and improved resources. The school is also aware of, and has implemented, strategies to improve the relative weaknesses in writing. However, there is still more to be done to ensure that writing standards, especially those of boys, match those in other core subjects. The management of the provision for children with learning difficulties and/or disabilities is very effective. The Foundation Stage is led and managed well. Senior managers, governors and coordinators responsible for children's personal, social and health education are influential in ensuring outstanding care and support for children and their health, safety and well-being. Self-evaluation is rigorous and mainly accurate. This contributes well to effective improvement planning and to the school's capacity to improve even further. Parents, children and the local community are actively involved in decision making. Governors carry out their duties conscientiously and effectively.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 1 | NA |
| How well learners enjoy their education | 1 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 1 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

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|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome during the two days we spent in your school. We really appreciated the open and frank way in which you chatted to us and let us know so many interesting things about your school. We would like to share with you those things we thought were good about the school and those things we felt it could do a bit better.

What we liked most about your school:

- how well you get on in reading, mathematics and science
- your lessons are usually interesting and fun
- the lovely way in which you are looked after and cared for
- how confident you are when speaking in class, in front of lots of people or to adults
- you have many interesting activities outside the classroom
- the school is well run.

What we think the school could be doing better:

- help you, especially boys, to improve your writing
- improve the way that teachers use the information about how well you are getting on in some subjects, to provide those of you who find work a little bit easier than others, with work to make you think more.

Thank you for helping us with the inspection of your school. We hope that you continue to enjoy school and do well with your work and carry on trying really hard to improve.