



# Weaver Primary School

## Inspection Report

**Unique Reference Number** 111167  
**LEA** Cheshire  
**Inspection number** 278612  
**Inspection dates** 28 November 2005 to 29 November 2005  
**Reporting inspector** Mrs Anna Dawson CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Western Avenue
<b>School category</b>	Community		Nantwich
<b>Age range of pupils</b>	4 to 11		Cheshire CW5 7AJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01270 626 335
<b>Number on roll</b>	227	<b>Fax number</b>	01270 629 322
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs M Donaldson
<b>Date of previous inspection</b>	16 October 2000	<b>Headteacher</b>	Mr T Reading

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average sized school on the outskirts of Nantwich. The school is situated in an area which is socially and economically advantaged. Many pupils live near the school and just over one half of the pupils travel in from further afield. The attainment of the pupils on entry to the Reception class varies widely but is below average overall. Since the last inspection the school roll has fluctuated due to a new housing development in the vicinity of the school within the last few years. Consequently, a high percentage of pupils entered the school in Key Stage 2. The roll is now stable. Almost all pupils are white British. There are very few from minority ethnic backgrounds. There are 6.6% of pupils, which have learning difficulties and/or disabilities, which is below average. The school has gained The Healthy Schools Award, the Investors in People Award and the ECO Green Flag Award. It is currently working towards the Inclusion Quality Mark. Since the last inspection there has been a change of headship. There is an acting headteacher who has been in post from September 2005.

## 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 some outstanding features. The school's evaluation of its performance matches the inspectors' judgements. Leadership and management are good. There are good systems in place to check how well the school is doing and where improvements can be made. The staff have created a happy community in which every child matters and is helped to flourish and consequently, pupils enjoy school. The senior leadership team work effectively with the headteacher and the staff towards the targets identified for improvement. However, the school does not have a system using information and communication technology (ICT) to efficiently collate pupil tracking data to give senior management an overview of pupils' progress. Pupils' personal development and the care and support given to pupils are outstanding. Pupils' behaviour is exemplary and they are keen to learn. The quality of teaching is good and pupils learn well throughout the school. The children get off to a good start in the Reception class and make good progress in all areas of learning. By the end of the year most attain the nationally expected targets. Pupils continue to make good progress and by the end of Year 6, they attain above average standards in English, mathematics and science. Pupils with learning difficulties and/or disabilities make good progress. The school provides a good curriculum. The additional activities offered within and outside school time to promote pupils interests and enjoyment are outstanding. Pupils' spiritual, moral, social and cultural development is good overall. However, understanding of living in a diverse society is not sufficiently developed. Since the last inspection, the school has worked successfully to raise standards in ICT from below average to average. The school is well placed to make further improvements and provides good value for money.

### **What the school should do to improve further**

The school knows it needs to:

- use ICT effectively to manage pupils' progress data
- continue to develop pupils' awareness of living in a diverse society.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress throughout the school. Most children enter the Reception with below average skills in writing, mathematical development and personal and social skills. As a result of effective teaching, the majority attain the nationally expected standards for this age by the end of the year. This good progress is continued and by the end of Key Stage 1, pupils attain above average standards in reading, writing and mathematics. Throughout Key Stage 2, given their relative starting points, the pupils' good progress is continued. The 2005 national tests show that standards are better in mathematics and science than in English, where skills in writing were weaker than in reading. This is in part due to some disruption to pupils' progress from when they started school. Standards are improved this year and are now above average in all

aspects of English, mathematics and science in Year 6. Pupils' skills in reading and their investigative work in science are particularly good. The school shows an improvement from the 2004 results because challenging targets are set and the pupils are successfully meeting them. Good help is given to those with learning difficulties and/or disabilities who make good progress towards their targets. Pupils from minority ethnic backgrounds also achieve well and make similar progress to others.

## **Personal development and well-being**

### **Grade: 1**

Pupils really enjoy coming to school and have very positive attitudes towards learning. They say that teachers, 'make the lessons fun' and 'if there was no school tomorrow, I would get bored'. The excellent relationships that exist between pupils and staff and amongst the pupils themselves, ensures that they are happy and confident with high self-esteem. They show respect and care for others and consequently, behaviour is outstanding. The older pupils are mature for their age, take responsibility for their actions and are keen to serve the community. For example, pupils act as 'buddies' supporting other pupils at break times as well as promoting environmental and safety issues.

Pupils are strongly encouraged to think carefully about healthy lifestyles. As a result, they have a good understanding of and are able to make informed choices. For example, they say that, 'drinking water in class keeps you hydrated and your brain alert'. The pupils' spiritual, moral, social and cultural development is promoted well; particularly reflective thinking. However, pupils are not aware enough of life in a diverse multi-cultural society. Pupils know that achieving good academic standards is a means to obtaining future employment. Experiences with Young Enterprise, good attendance, punctuality, independent learning skills and their ability to collaborate well with others, are excellent starting points for future success in the workplace.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Throughout the school, teachers have a good knowledge of the subjects they teach. Visiting specialist teachers enhance the teaching of music and physical education. Lesson planning is thorough and teachers use a wide range of methods to motivate, interest and maintain pupils' concentration. Relationships are extremely good. This helps pupils to become confident and independent in their learning. There is a good focus on teaching basic skills and any weaknesses are quickly identified. Teachers are currently focused on helping pupils improve the quality of their writing, and standards have risen as a result. The teachers have an excellent understanding of where pupils are up to in their learning and what they need to do next. This is supported by very effective marking. There are good systems for assessing and recording pupils' progress, and setting targets to help them

improve. However, senior management do not have an electronic system to track pupils progress and this makes it difficult for them to interrogate data easily for factors and trends that impact on pupils' learning. The school welcomes and includes all pupils with a range of needs in its work, particularly when they enter school other than at the usual times. Minority ethnic pupils are taught well enabling them to make similar progress to others. Teaching of pupils with learning difficulties and/or disabilities is good and intervention strategies are used successfully to enable pupils to succeed. Teaching assistants help and support individual pupils and small groups and make a good contribution to pupils' learning.

## **Curriculum and other activities**

### **Grade: 2**

Curriculum provision is good. Statutory requirements are met and it is well planned throughout the school. The school is increasingly providing an extensive range of very good experiences for pupils by planning activities that enrich the curriculum. Residential courses and day visits to such venues as Shugborough Hall add an extra dimension to pupils' learning. In addition, visitors and close links with the community enrich learning opportunities. Many pupils take part in a good number of extra-curriculum activities, such as sports, drama and music, that enhance their learning, confidence and develop their social skills. The curriculum in the Foundation Stage provides good opportunities in all areas of learning. Pupils with learning difficulties and/or disabilities are well provided for and good provision is made to challenge the more able pupils. Provision for personal, social and health education (PSHE) is extremely good. Pupils develop a very good understanding of the misuse of drugs and alcohol and receive very good guidance about personal relationships. This has a positive impact on pupils' personal development, including their understanding of how to stay safe and healthy. The school's good accommodation and resources contribute well to pupils' learning and enjoyment.

## **Care, guidance and support**

### **Grade: 1**

The school takes excellent care of its pupils. Staff pay very good attention to their health, safety and welfare. They ensure that pupils feel safe and secure. Child protection and health and safety procedures are firmly in place. Pupils report that there is always someone to talk to if they have a problem. They feel valued because they are praised and rewarded for their achievements. All pupils receive excellent support through clearly defined, achievable targets that enables them to make good progress. Staff are sensitive to the needs of pupils with learning difficulties and/or disabilities and meet them well and their parents agree. The school strongly promotes the health and well-being of the pupils, by providing them with good opportunities for physical exercise, such as constructive playtime and lunchtime activities. Targets for improvement are shared with pupils and their parents. Consequently, they have a good understanding of how to improve.

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## Leadership and management

### Grade: 2

Leadership and management are good. The acting headteacher and the senior leadership team work well together towards the clear vision set for the school. This is characterised by a caring ethos that encourages pupils to succeed in their academic and personal and social skills. Self-evaluation is accurate. Regular and rigorous evaluation of the standards in English, mathematics and science and putting plans into place for improvement are a particular strength of the senior leadership team. However, their systems are not as efficient as they should be without the use of ICT to track trends in data and performance. Teaching and learning is monitored well but occasionally monitoring is not sharp enough to tell teachers how to improve their skills. All staff are supported well by professional development training. Morale is high and they feel valued for their individual strengths. Parents, pupils and governors are consulted about aspects of school provision. The vast majority of parents are very satisfied with the quality of education provided by the school. One comment from a parent that 'I am more than happy with the teaching and the support given to my child' reflects the feeling of many. The governing body fulfils well its statutory responsibilities. Governors are knowledgeable, supportive and well informed. They act as critical friends in order to help the school move forward. Financial planning is effective and efficient. It has been well considered during the past few years to ensure a balanced budget when the pupil roll has fluctuated.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	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	1	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 very much for welcoming us to your school so well. We enjoyed talking to you about your work and finding out about the activities you like doing. We have found that Weaver Primary School is a good school with some excellent qualities. The best things are:

- you all work hard to reach your targets and make good progress
- your outstanding behaviour and how well you get on with each other and become confident learners
- you enjoy your lessons and you have many clubs, visits and extra teaching to help you enjoy learning
- the school looks after you all extremely well and is always ready to go that extra mile for each of you.

We have asked your teachers to track your progress more efficiently by using the computer to help them to see how well you all are doing more easily. We have also asked your teachers to continue to help you become more aware of living in a multi-cultural society.

Thank you for helping us with the inspection of the school. We hope that you will carry on enjoying lessons and continue to help your teachers to make Weaver Primary School an enjoyable and happy place to learn.