

Weston Village Primary School

Inspection report

Unique Reference Number	111075
Local Authority	Cheshire East
Inspection number	325286
Inspection date	12 May 2009
Reporting inspector	Geoff Lawrence

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	196
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs J McLaughlin
Headteacher	Mr R Broughton
Date of previous school inspection	25 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	East Avenue Weston Crewe Cheshire CW2 5LZ
Telephone number	01270 582537
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Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: leadership and management, the quality of provision in the Early Years Foundation Stage and how involved pupils are in their own learning. Evidence was collected from: the school's self-evaluation form; nationally published assessment data; the school's assessment records; relevant policies; observations of the school at work, including visits to lessons; and analysis of parents' questionnaires. Discussions were also held with staff, the chair of governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified.

Description of the school

The school serves an area of economic advantage. Almost all pupils are from a White British background. There is a lower-than-average proportion of children with learning difficulties and/or disabilities. The percentage of children who join the school at other than the usual time of entry into the Reception class is much higher than average. A private provider operates before and after-school care on the school site and this is subject to a separate inspection.

The school currently holds the following awards: FA Charter Standard for Schools; Activemark; Healthy Schools Award; Eco School Bronze and the Inclusion Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Weston Village Primary is a good school, with some outstanding features, namely in the quality of care, guidance and support provided and in pupils' personal development. It is highly regarded in the local community and is well-supported by parents. This was evidenced by the large number of questionnaires returned praising the work of the school, which typically expressed views such as, 'the school cares very much for the happiness and well-being of the children' and 'each individual is important and the children are happy'.

A key reason for the school's success lies in the good leadership and management, not least by the headteacher, who has high expectations of pupils and staff. The leadership has created a very caring ethos within the school, which values pupils and their personal development and well-being greatly, and this is one of the reasons why this aspect of the school's work is outstanding. It also makes a significant contribution to their academic progress, which is good overall, and this reflects good improvement since the last inspection.

In most years, children enter the Reception class with skills above those expected for their age. Throughout the school they make good progress so that by the end of Year 6, standards are approaching well-above average overall and are well-above average in mathematics, although there is some variation between boys' and girls' performance in English across the school. The standards achieved by boys in English are exceptionally high and this is due to the highly focused and successful efforts made by the school, after the last inspection, to drive up standards in boys' English. This focus has had a limiting effect on girls' standards in English, which are broadly average. A significant number of pupils achieve the higher Level 5 in national tests for 11-year-olds in English and mathematics. Pupils with learning difficulties and/or difficulties make good and sometimes excellent progress. This is due to the rigour shown in identifying how best to help them, the planning and implementation of useful programmes to meet their needs and effective links with outside agencies.

Behind the school's good achievement is the highly effective programme to support pupils' personal development, including their outstanding spiritual, moral, social and cultural development. The school works hard to prepare pupils to take their place in a culturally diverse society. It ensures that pupils know about their local community and have a sense of the wider world. To this end, links made with Spanish schools have enabled pupils to exchange information and learn about each other's cultures, while improving their Spanish language skills. This makes an important contribution to pupils' awareness in this school, as a low proportion of pupils are from different cultural backgrounds. The school's promotion of community cohesion is good. It is responsive to the needs of the local community and successfully promotes tolerance and understanding. This is recognised by parents, who voiced comments such as, 'Children are given a well-rounded understanding of the world.' Due attention is paid to providing equality of opportunity for all pupils and eliminating discrimination.

Teaching and learning are good and lessons have an obvious focus, which teachers share with pupils. This means that pupils are very clear about what they have to do and what they are aiming to achieve. Lessons are conducted at a good pace and work is matched to pupils' needs well because teachers make good use of the extensive assessment information that is available about pupils' progress. Many pupils know and understand their learning targets and are involved in assessing their own work and teachers mark work in a manner which helps the pupils to succeed. However, in a few classes, some pupils are unsure of their next steps because, for

example, in marking, targets set are too general or vague. The curriculum is good and enriched with an outstanding range of out-of-school clubs and educational visits. In addition, pupils have opportunities to work with a variety of specialists to extend their skills further.

Pupils have an excellent understanding of how to stay safe and of what constitutes a healthy lifestyle, including the importance of a healthy diet. They enjoy sport and there is a high rate of participation in the extensive range of extra-curricular activities. They say they feel very secure and free from bullying and speak articulately about how much they enjoy school and their lessons. Typical comments include, 'Teachers are really kind here and make learning fun' and 'Work is very interesting, there's always something different.' These are some of the reasons why pupils' attendance is so high and they have excellent attitudes towards learning. Pupils are provided with many opportunities to take on responsibilities, for example, as play leaders and recycling officers. They assume these roles confidently and eagerly and carry them out with a high degree of maturity, which is reflected in their excellent behaviour. The school council makes a valuable contribution to school life; pupils feel they have a strong voice in school affairs and that they are listened to. Such experiences, together with teamworking skills and pupils' above average standards in literacy and numeracy, stand them in good stead for their future education and the workplace.

Staff ensure that all statutory requirements relating to the safeguarding of pupils are met. The headteacher is supported ably by a strong management team and an influential governing body. The good progress made since the last inspection and the effective quality of current provision, which includes outstanding quality care, demonstrate the good capacity for the school to continue to improve and to offer good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Satisfactory provision in the Early Years Foundation Stage enables children to make a solid start to their education. Most children enter Reception having had some pre-school experience. Overall, their skills on entry are above those expected for their age. They make satisfactory progress in most areas but make good gains in personal, social and emotional development because adults ensure that personal development receives a high priority. This helps children to form good relationships and develop positive attitudes. Staff are enthusiastic and care well for the children in a safe and secure environment, where the leadership, which is satisfactory, has ensured that the welfare requirements are met. Many parents support their children's learning at home and the school has tapped into this resource by asking parents to provide evidence of their children's achievements. This initiative has been used to enhance the information collected by the school through their own regular assessments. The information gleaned, however, is not always used to best advantage to plan for the children's individual learning needs. This means that, while adults are conscientious in their planning, too many activities are teacher-directed and there is an overuse of worksheets. Consequently, there are not enough opportunities for children to learn independently by following their own interests or through exploration. The school has recognised that the outdoor area needs to be developed further and has plans in place to do this.

What the school should do to improve further

- Improve the quality of planning to provide more opportunities for children to learn independently across all areas of the Early Years Foundation Stage curriculum.
- Raise the standards of girls' English across the school to match that of the boys'.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Weston Village Primary School, Crewe, CW2 5LZ

Thank you so much for the marvellous welcome you gave Mrs Cooper and me when we visited your school recently. As you and most of your parents think, you go to a good school, which has some outstanding features.

You develop into mature and sensible young people. I know that you and your families are very proud of your school. Your behaviour is excellent and you try hard in lessons. You make good progress because you are taught and supported well. We did notice, however, that the boys in your school are now much better at English than the girls. Those of you who sometimes find the work a bit hard make just as much progress as your classmates because you have a lot of support in class or in small groups outside lessons. All the adults in school take extremely good care of you. You told us that your teachers find many ways to make learning fun. You know what a healthy lifestyle is and how to keep yourself and others safe. Your headteacher and all the other staff work very hard indeed to make sure that you enjoy coming to school.

Those who are in charge of the school do their job well. Within all its good work, there are two things that could help make your school even better. I have asked the school to raise the standards of girls' English so that it is as good as the boys'. I have also asked the adults in the Reception classes to plan more opportunities for the children to learn through play and by following their interests.

Thank you once again for your help. We enjoyed our time with you and your teachers. We hope that you continue to work hard and enjoy school. Best wishes to you all.