

Weaver Primary School

Inspection report

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| Unique Reference Number | 111167 |
| Local Authority | Cheshire |
| Inspection number | 325304 |
| Inspection date | 11 December 2008 |
| Reporting inspector | Jim Kidd |

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.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 210 |
| 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 | Mr David Hooper |
| Headteacher | Mrs Gill Price |
| Date of previous school inspection | 28 November 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Western Avenue Nantwich Cheshire CW5 7AJ |
| Telephone number | 01270 626 335 |
| Fax number | 01270 629 322 |

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|--------------------------|------------------|
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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: achievement and standards, pupils' personal development, how well information and communication technology (ICT) is used to manage data on pupils' progress, and the quality and impact of provision in the Reception class. Evidence was gathered from the school's self-evaluation form, nationally published assessment data, the school's own assessment records, relevant policies, observations of the school at work, including visits to lessons in all classes, and analysis of parents' questionnaires. Discussions were also held with staff, the chair of governors, pupils and parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This broadly average sized school serves an economically advantaged area. The vast majority of pupils are of White British heritage and there are few pupils who speak English as an additional language. The percentage of pupils known to be eligible for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is well below that usually found, but is rising and in the current Year 6 is above average. Weaver Primary is a Fairtrade School, an accredited Healthy School and holds the Inclusion Quality Mark and the Eco School Green Flag award. Early Years Foundation Stage (EYFS) provision comprises a Reception class.

Before and after-school care, provided on site, is inspected separately and receives a separate report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school in which pupils' personal development and the care, guidance and support provided for them throughout the school are outstanding. Parents are overwhelmingly supportive of what the school does for their sons and daughters and one spoke for many with the comment, 'Weaver provides our children with an all-round education and fosters a strong sense of community among everyone connected with the school.' Moreover, pupils recognise their responsibilities to the local, national and global communities and speak confidently and proudly about the 'One World Week', and what they learn from the 'Millennium Goals' project.

Attainment has risen steadily since the previous inspection. Pupils in both key stages consistently make good progress from their starting points to reach above average standards, particularly in English and science, by the time they leave for secondary school. Pupils in the current Year 6 class are continuing this trend of good achievement over time and are on course to reach their challenging targets. However, inspection evidence demonstrates that standards in mathematics in Key Stage 2 are not quite as good as those in English and science and that fewer pupils reach the higher Level 5 in this subject. As a result of comprehensive support from both teachers and teaching assistants, pupils with learning difficulties and/or disabilities make the same good progress and achieve as well as their peers.

Pupils are very proud of their school and secure within it because, in their words, 'Everyone is friendly here and we all try to make new pupils happy when they arrive.' Indeed, buddies, junior safety officers, paired readers and the school council, whose current focus is making sure that everyone feels safe, do much to support younger pupils and to make sure they can take full advantage of everything the school has to offer. Pupils' spiritual, moral, social and cultural development is outstanding. Their behaviour in class and around school is impeccable and they have a high regard for both their class-mates and for the adults who work with them. They display an enviable generosity of spirit, support a range of national and global charities and are always concerned, through their Eco School work, to take care of the environment. For example, they have strong links with the Nantwich in Bloom' initiative and have planted bulbs, wild flowers and a willow copse as part of the project.

Pupils have a keen awareness of religions and cultures different to their own. They benefit from a variety of visitors to the school, from Africa and India, for example, who teach them about life in foreign climes. They understand the work of the United Nations in relation to children's rights and are fully aware of the principles of fair trade. They know why it is important to eat healthily and to keep fit. They offer visitors accurate advice on what makes a healthy diet and take an active part in the many games and sports activities open to them. Attendance is above average and pupils arrive punctually, eager for the challenges of the day ahead. Pupils' good academic achievement and the school's emphasis on supporting them fully when they transfer to high school, demonstrate that they are well prepared for the next stage in their education.

The quality of teaching and learning is good. Teachers have high expectations of what their pupils can do and the challenges they set are generally realistic and encourage pupils to think deeply about the subject matter. In the best lessons, teachers encourage pupils to justify their answers and also encourage them to work in pairs and groups in order that they can use their classmates as another resource for learning. On occasions, teachers miss opportunities to use ICT as a way to strengthen teaching and to reinforce learning.

The curriculum is good and makes an impressive contribution to pupils' personal and social development. Teachers are placing increasing emphasis on encouraging their pupils to see links between different subjects, through 'Excellence and Enjoyment' days, for example, and key skills are given appropriate emphasis. The quality and extent of extra-curricular and enrichment activities are excellent. From museum staff in full Tudor costume teaching pupils about the origin of the phrase 'cloth ears' to annual residential experiences, pupils are encouraged to enjoy learning outside the formal classroom.

In the words of parents, 'The school provides an environment in which pupils feel safe and looked after and which gives them confidence to learn.' Care, support and guidance are of the highest order and the talented team of teaching assistants does everything it can to make sure that pupils who sometimes find their work difficult, and those identified as vulnerable, all feel both valued. Child protection and safeguarding procedures are in place and fully meet current guidelines. Academic guidance is comprehensive and, as a result, pupils are fully aware of their current performance and of what they need to do to improve their standards. As some of them say, 'I am on Level 4 for literacy, but if I use more powerful language in my writing, I'll reach Level 5!'

Leadership and management are good. The headteacher leads by example, ensures that a clear vision for school development is shared by staff and has overseen an improvement in the use of ICT as a tool for monitoring pupils' progress. Governors are supportive of the school but are never afraid to challenge leaders, if they feel it is necessary to do so. Without doubt, Weaver Primary is a thinking school, in which self-evaluation is accurate and in which continuous review of performance is the norm. It strives to develop the whole child and recognises the inextricable link between personal development and academic success. It provides good value for money and has good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the EYFS is good. Children's skills on entry to Reception vary from year- to year but have recently improved from below age-related expectations to broadly in line with them. They make a good start to their education and achieve well in all areas of learning because teaching is good and staff ensure that pupils' individual needs are recognised.

Children's personal, social and emotional development is outstanding. This is because of a continuous focus on children being happy and contented and also the excellent procedures to involve parents and carers in their children's education. Parents are delighted with the induction arrangements and with how children quickly settle down into their new surroundings.

The curriculum is good and is based on an appropriate balance between adult led and child initiated play-based activities. Good leadership and management have ensured that staff have made a secure start in the implementation of the EYFS and that appropriate observation-based assessment procedures have been established. Provision for outdoor play has improved markedly since the previous inspection and this is now making a good contribution to children's learning.

What the school should do to improve further

- Raise standards in mathematics in Key Stage 2, particularly for those pupils who demonstrate the potential to reach the higher Level 5 in this subject.
- Enhance teachers' use of ICT as a teaching and learning tool.

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Annex A

Inspection judgements

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| 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

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| 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? | 1 |
| The capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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|--|---|
| 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

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|---|---|
| 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 | 2 |
| 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 | 2 |

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

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| 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? | 1 |
| 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 Weaver Primary School, Nantwich, CW5 7AJ

Thank you so much for your warm welcome during the recent inspection. You were all so friendly and polite. I am particularly grateful to the pupils who came to talk to me at lunch-time on Thursday and also to those of you who were involved in the wonderful school production during the afternoon. I would now like to share with you the really good things about your school.

Weaver Primary is a good school and you are very proud to attend it! You look after each other so well and also recognise your duties to preserve the environment and to celebrate other cultures which are different to your own. You are aware of the rights of children and of the need for fair trade. Your behaviour is excellent and you treat visitors with dignity and respect. Many of you support younger pupils and, through your school council and Eco work, you try hard to make school even better.

You make good progress in lessons because your teachers teach you well. The care and guidance you get from all the staff is outstanding and your teaching assistants do everything they can to help those of you who sometimes find the work difficult. You know how to eat healthily and know that is also very important to keep fit. This is why you take part in so many games and sports. You enjoy the many activities outside the classroom and also the strong links you have with other schools and with Nantwich in Bloom' for example.

Your headteacher and all the other staff work hard to make your school what it is and they are always trying to improve things. I have asked them to try and make sure that your standards in mathematics improve in Key Stage 2 so that more of you reach Level 5 at the end of Year 6. I have also asked them to use ICT more in lessons so that you can learn even better.

Thank you again for your marvellous contribution to the inspection. Please keep working hard, looking after each other and enjoying school.