

# Weavers Close Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	120128
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	327206
<b>Inspection date</b>	9 March 2009
<b>Reporting inspector</b>	Paul Edwards

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.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	207
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dawn Smith
<b>Headteacher</b>	Jean Buckby
<b>Date of previous school inspection</b>	1 February 2009
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Alexander Avenue Earl Shilton Leicester LE9 7AH
<b>Telephone number</b>	01455 842138

---

<b>Age group</b>	4–11
<b>Inspection date</b>	9 March 2009
<b>Inspection number</b>	327206

**Fax number**

01455 846147

<b>Age group</b>	4-11
<b>Inspection date</b>	9 March 2009
<b>Inspection number</b>	327206

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- how the school is improving the achievement of more able pupils at both key stages, particularly in writing
- the effectiveness of assessment procedures and their use in challenging all groups of pupils to do well
- the impact of middle managers on raising standards and improving the quality of provision.

The inspectors gathered evidence from observations of lessons, discussions with pupils, governors and staff, tracking pupils' progress, analysis of attendance and other documentation and gaining the views of parents. 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, and these have been included where appropriate in this report.

## Description of the school

Weavers Close is an average-sized primary school. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is well above the national average, as is the proportion eligible for free school meals. A high number of pupils join or leave the school in different year groups, or at different times of the year. During the past 12 months, the school has been trialling a co-headship model, where leadership is shared between two headteachers. The school reverts to a single headteacher from April 2009.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Weavers Close is a good school that has made significant improvements since the previous inspection. Parents appreciate the way the children are cared for and the support that enables them to do well. The comments of one parent are typical of many when she says, 'Any problems that my children have encountered have always been dealt with directly and promptly.'

The headteachers have worked together very effectively and, together with middle managers and governors, provide good leadership and management for the school. The key focus for the school has been on raising standards and improving pupils' progress and they have been effective in achieving this goal. Overall, pupils achieve well. Children enter the Reception class with skills and abilities that are much lower than those expected for children of their age. They make good progress and by the time they enter Year 1, standards have risen to below average. The good progress made throughout the rest of the school results in standards that are broadly average by the end of Year 6 in English and mathematics, and above average in science. Whilst writing has been a relative weakness, the school has put in a good range of strategies to improve this aspect of its work. For example, visual learning programmes and many opportunities for producing extended pieces of writing in other subjects are ensuring that progress in writing is improving. Progress in science is particularly good, which is the result of good attention being paid to investigative activities.

The pupils enjoy their work, and their excellent behaviour is testament to this. They get on sensibly with their work and cooperate with each other very well. Pupils know they will be listened to. In turn, they play their part by being prepared to listen. Because of the pupils' good progress and very good social skills, they are prepared well for the next stage of education and later life. The pupils' good personal development is seen in their awareness of how to keep healthy, their growing independence, and their capacity to work successfully with others. They really enjoy taking part in the good range of physical activities to keep fit and they are aware of what constitutes a healthy diet. Pupils in Years 5 and 6 pupils make a good contribution to the younger pupils' fitness through their role as trained 'huff and puff' leaders. There are strengths in the good spiritual, moral, social and cultural development of the pupils, particularly in the way they care for others and try to help those less fortunate than themselves. Moral and spiritual aspects are dealt with particularly effectively in assemblies. However, their understanding of different cultures and social groups in the community is weaker than other aspects. The school does all it can to improve the satisfactory attendance and most parents ensure their children attend school regularly and are punctual. One parent commented, 'The school creates a relaxed but stimulating environment for teaching and learning.' Teaching and learning are good overall and this ensures pupils of all abilities, including the more able, progress well. Teachers are good at ensuring the full engagement of pupils through effective questioning that demands extended responses from pupils. This results in improvement to their speaking skills. There are good strategies in place to identify pupils who have learning difficulties, and individual learning plans are used well by teachers and support staff to ensure these pupils progress in line with their peers. Teachers are now ensuring work is planned for the different ability groups and it is generally challenging. Occasionally, however, teachers miss opportunities to identify the next steps in learning when marking pupils' work and to link the marking to the learning intentions identified in their lesson planning.

One of the reasons for the school's success in raising standards is the way in which the curriculum has become more stimulating and interesting to the pupils. For example, in a Year 6 project

covering several subjects, pupils were given the task of planning, costing and implementing a project to refurbish the school's swimming pool. Pupils enjoy this approach, and the volume and quality of work they produce demonstrates their enthusiasm for such tasks. The curriculum is enhanced by a wide range of visits, including a residential trip. In addition, a good number of well-attended clubs and activities provide the pupils with opportunities for sporting and musical development.

Parents value highly the good care, guidance and support provided for their children. From Reception onwards, pupils know who to turn to if they are troubled, and say how safe they feel at school. All statutory requirements for safeguarding pupils are met and reviewed regularly. Assessment and tracking procedures have improved considerably since the previous inspection and now provide staff with a wealth of information. This enables them to plan intervention strategies to accelerate progress. For example, additional support assistants have been employed and smaller classes created.

Good leadership and management is an important factor in the school's success. The school's leaders have high expectations of staff and have been effective in creating a strong team who are committed to school improvement. The middle managers are now making an increasingly important contribution to self-evaluation and the setting of challenging targets. The school promotes community cohesion satisfactorily, and pupils are taught much about other faiths and cultures across the world. However, the school accepts that it is not yet fully evaluating the effectiveness of this provision to determine pupils' awareness of other cultures and social backgrounds closer to home. The good governing body supports the school well and is not afraid to hold it to account. The school has improved well since the last inspection and is well set to build on its successes.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children's good progress in the Reception class results from good teaching. By the end of the Reception Year, standards are below average. This represents good achievement from children's well below average starting points. Children's particularly rapid progress in their personal, social and emotional development reflects the emphasis placed by staff on building self-esteem, cooperation and good attitudes to learning. Children are happy and confident because of their good relationships with adults. Adults have an encouraging approach and so children persevere in their activities. The good curriculum ensures that children have plenty of opportunities to practise their basic skills in reading, writing and number. Children's vocabulary quickly expands because adults skilfully introduce new words and ask questions to ensure that children consolidate their learning. Good opportunities to use numbers in practical contexts and make logical deductions about numbers help children build up their mathematical skills. Good leadership and management ensure that there are effective checks on what is successful and where there are areas for improvement. The school has rightly prioritised the extension of opportunities for children to influence the direction of their learning by using their own ideas and interests.

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

- Ensure that marking always clearly identifies the next steps in pupils' learning and is linked to the learning intentions identified in teachers' planning, and that pupils are encouraged and given the time to respond to teachers' comments.

- Produce a clear plan to identify and evaluate strategies for improving pupils' awareness and understanding of different cultures and social backgrounds.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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?	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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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

<sup>1</sup>Grade 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

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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?	3
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**

10 March 2009

Dear Pupils

Inspection of Weavers Close C of E Primary School, Leicester, LE9 7AH

Thank you for the warm welcome you gave us when we visited your school recently. You were very polite and friendly and are right to be proud of your school. It is a good school.

This is what we found out about your school

- Children are provided with a good start in the Reception classes.
- You make good progress throughout the rest of the school, which is the result of the good teaching.
- You behave really well and you enjoy your work and are keen to come to school.
- Adults are kind and caring and they look after you well.
- You are keen to take advantage of the many clubs and activities.
- The school is very good at teaching you about the importance of staying safe, and we are pleased that you do your best to follow a healthy lifestyle.
- Those in charge of the school are working hard to make it better.

What we have asked your school to do now

- Improve the teachers' marking so that it helps you to do even better in your work.
- Help you to learn more about people from other cultures and backgrounds.

We enjoyed talking to you about your work and watching you learn. We want you to help your teachers by continuing to work hard. We wish you all the best for the future.

Yours faithfully

Mr Paul Edwards

Lead inspector