Inspection of Weston All Saints C of E Primary School

Broadmoor Lane, Weston, Bath, Somerset BA1 4JR

Inspection dates: 26 to 27 September 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Matthew Norcott. This school is part of The Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Emily Massey, and overseen by a board of trustees, chaired by Belinda Deery.

Ofsted has not previously inspected Weston All Saints Church of England Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Weston All Saints Church of England Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils are proud to attend this inclusive and welcoming school. They describe the school as 'one big family'. Pupils understand how the school's values help them to be kind, ready to learn and accepting of others.

The school has high expectations for pupils' behaviour. Pupils understand the school rules and follow them well. They are polite and courteous, greeting visitors with a smile. This starts in the early years, where children settle to new routines and follow instructions well. While many parents recognise and praise the school's work, some raised concerns about pupils' behaviour. Inspectors saw pupils behaving well during this inspection. The school's records demonstrate the positive impact of its actions on improving behaviour over time.

Pupils feel safe. They value the positive relationships they have with staff. Adults help pupils to understand and manage their emotions. Pupils say that staff listen to them and are there for them if they need to share any worries.

Pupils enjoy the range of clubs on offer, such as football, cross-country and art. They value the opportunities they have to become members of the school council and the equalities team. They say these roles make them feel proud and help to improve the school.

What does the school do well and what does it need to do better?

The school has high expectations for all pupils. With the support of the trust, the new headteacher has brought stability to the school following a period of turbulence in leadership and staffing. An ambitious curriculum has been designed that considers what pupils need to know and when they need to know it. In subjects where published outcomes are below national expectations, the school has taken effective action to strengthen the curriculum. For example, it has made sure that staff implement the reading curriculum consistently across the school.

Reading is prioritised. Pupils read a range of texts with increasing fluency and accuracy. Children begin learning phonics as soon as they start school. They learn and remember new sounds well. Staff benefit from the training they receive to teach phonics effectively. If pupils fall behind, they receive the support they need to help them to catch up quickly.

The school's mathematics curriculum is designed and sequenced well. This starts in the early years. Teachers develop children's mathematical understanding effectively. They explain new concepts clearly and model mathematical vocabulary well. As a result, children confidently understand number patterns.

Pupils learn well in most wider curriculum subjects. In physical education (PE), for example, teachers check to find out how well pupils understand what they are learning. Pupils respond well to this. They use their understanding of space and ball

control when playing games such as tag-rugby. However, in some areas of the curriculum, this is not the case. While the school has designed the curriculum well, its implementation is at an early stage in some subjects. As a result, some pupils do not build their knowledge well enough as they move through the school. Some pupils struggle to talk in detail about what they have learned before. Teachers do not routinely check what pupils know well enough before moving on to new learning. This hampers the progress that some pupils make.

The school is ambitious for what all pupils with special educational needs and/or disabilities (SEND) can achieve. Staff know the pupils well. They identify their needs accurately. The school works closely with external agencies to ensure that pupils with SEND receive the help they need. As a result, most pupils with SEND learn the same curriculum as their peers.

Pupils have positive attitudes to their learning. Pupils play well with one another during social times. They enjoy the range of activities on offer to them during these times. Children in the early years are eager to learn and behave well. They get off to a successful start because of this.

The school's values underpin the approach to pupils' personal development. Pupils talk confidently about protected characteristics and why it is important to treat everyone equally. They have a good understanding of fundamental British values such as democracy. Pupils develop their character by taking part in residential visits and supporting a local retirement home. This enables them to build their resilience and help others in their community.

Trustees and local governors have an accurate view of the school's strengths and priorities for improvement. They provide appropriate support and challenge to school leaders. They ask the right questions to check on the quality of pupils' education. Staff are proud to work at the school. They value the support they receive, particularly with regards to their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's work to develop the curriculum in some foundation subjects is new. Consequently, learning does not yet consistently build on what pupils have previously learned. The trust needs to ensure that all subjects are implemented effectively so that pupils know and remember more in every subject.
- In some subjects, teachers do not check well enough what pupils know and remember. Subsequent learning does not take into account pupils' prior knowledge. As a result, some pupils do not build their knowledge well over time

and this slows the progress they make across the curriculum. The trust needs to ensure that teachers check what pupils know and remember across all subjects and use this to inform future learning.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142754
Local authority	Bath and North East Somerset Council
Inspection number	10267864
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	483
Appropriate authority	Board of trustees
Chair of trust	Belinda Deery
Headteacher	Matthew Norcott
Website	www.wasp-school.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Weston All Saints Church of England Primary School became an academy school in April 2016.
- The school is designated as having a religious character and is part of the Diocese of Bath and Wells. The last section 48 inspection took place in May 2022, when the school was judged to be good.
- The headteacher has been in post since September 2022.
- The school uses one unregistered alternative provider.
- There is a before- and after-school club, which is managed by the governing body.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, subject leaders, the special educational needs coordinator, staff, pupils and representatives from the trust.
- Inspectors carried out deep dives in the following subjects: reading, mathematics physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector	His Majesty's Inspector
Hilary Goddard	Ofsted Inspector
Lisa Dadds	Ofsted Inspector

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