

Edith Weston Academy

Weston Road, Edith Weston, Oakham, Rutland LE15 8HQ

Inspection dates

7–8 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher, through her strong leadership, passion and drive for improvement, has shaped a strong team who are committed to her vision.
- Leaders, governors and trustees have high expectations for all pupils in school. They want pupils to achieve well and be independent.
- Pupils' attitudes to school are very positive and they are keen to learn. They respond to the high standards expected of their work and of their behaviour.
- Children in the early years get off to a good start because of good teaching and leadership of the provision.
- British values are at the heart of the school's work. The strong focus on pupils' personal, social and emotional development ensures that they are well prepared to play a full role in society.
- Parents are overwhelmingly positive about the school.
- Teachers use questioning well. This extends pupils' thinking and helps teachers to quickly identify and address any confusion.
- Phonics teaching is effective and as a result, pupils make good progress in their reading.
- Pupils make good progress in reading, writing and mathematics. However, opportunities for writing and problem-solving in mathematics are limited in some classes.
- In some classes, teachers do not match learning to pupils' abilities closely enough. This means that some pupils, particularly the most able pupils, do not always make the rapid progress of which they are capable.
- Subject leaders have a well-informed overview of their areas of responsibility, but not all of them monitor the quality of teaching, learning and assessment sharply.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that:
 - across the school, teachers set more consistently work that matches pupils' needs and abilities.
 - an increasing proportion of the most able pupils achieve greater depth in their learning.
- Ensuring that subject leaders are more effective in contributing to whole-school improvement.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher and head of school are a strong and ambitious team. Together, they have acted with focus and determination in challenging circumstances. As a result, the school has improved significantly since the previous inspection.
- Leaders know the school well. They articulate what the school does well and where it can improve further. For example, they recognise that there is more to be done to ensure that all pupils achieve the highest possible standards in reading, writing and mathematics. In addition, they know that they need to ensure that the tasks teachers set consistently match pupils' needs.
- Leaders have worked closely with the multi-academy trust to provide training and quality assurance to improve classroom practice. The partnership work with the schools in the trust has contributed towards the improvements in the quality of teaching in the school.
- Leaders manage teachers' performance well by setting clear objectives relating to pupils' needs, the quality of teaching and school improvement. Targets for success are measurable and relate to pupils' outcomes. The appraisal process is used well to improve the quality of teaching.
- The promotion of pupils' spiritual, moral, social and cultural development is a strong feature of the school's work. The school's positive ethos encourages pupils to learn the importance of respecting each other's differences. Displays around the school capture the many ways in which pupils learn about the world around them and promote strong links with the local community.
- Leaders ensure that the curriculum is rich and varied. Well-planned opportunities help pupils to develop academically and socially. Activities, such as leading the school's tuck shop, help pupils to develop their leadership and enterprise skills.
- Those with responsibility for the provision for those pupils who have special educational needs (SEN) and/or disabilities support teachers in planning effectively for these pupils' needs. Additional funding is used well and these pupils make good progress.
- Additional funding, such as the pupil premium and the physical education and sport funding, is allocated following careful analysis. In this way, leaders ensure that funds are used well to make a positive difference to disadvantaged pupils' achievement, and to the health and welfare of all pupils.
- Communication with parents is a strong feature of the school's work. Parents were overwhelmingly positive about the work of the school. Parents increasingly take part in workshops and open events. Typically they say that their children 'learn well and are well supported'. The vast majority are pleased with the progress that their child makes.
- Subject leaders share the executive headteacher's vision for high achievement. These leaders are enthusiastic and have a good understanding of the school's strengths and what is needed to improve further. However, subject leaders are not as yet contributing as fully as they might to driving school improvement.
- The curriculum is enriched by a wide range of clubs and activities, from trampoline club

to swimming for every pupil, every week. In 2017, the high numbers of pupils engaging in clubs, and the quality of these activities, were recognised by the gold School Games Mark.

Governance of the school

- Since the last inspection, there have been a number of changes to the membership of the governing body. There has been a drive from the multi-academy trust to strengthen the governing body, to ensure a good mix of essential skills. Governors take a great interest in the work of the school and are aware of their responsibilities. They know the school well and are able to discuss the school's strengths and areas for improvement. They are trained and work very effectively with the multi-academy trust to secure the highest possible outcomes for pupils.
- The local governing body monitors key areas of school improvement well. Minutes of the governing body meetings show that challenging questions are asked of school leaders in relation to the progress and attainment of pupils, including disadvantaged pupils and those who have SEN and/or disabilities.
- The support from the trust for governors and school leaders has been clearly focused and effective in securing school improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- All leaders and staff show a determined commitment to keeping pupils safe. Staff know when and how to raise any concerns they may have regarding a pupil's welfare. Everyone contributes to the culture of safeguarding across the school. Staff are well trained and vigilant and they understand the local context of the school.
- Pupils trust adults in the school and say that they know whom to talk with if they are worried. Pupils talked knowledgeably about how the school keeps them safe, including how to stay safe online.
- The school maintains records of referrals appropriately and safely. Leaders have effective systems in place to make sure that adults are suitably checked before being allowed to work with pupils.

Quality of teaching, learning and assessment

Good

- Teaching is typically good. Most teachers plan work which captures pupils' interests, providing purposeful learning experiences. Pupils say that they enjoy their lessons and feel well supported by staff.
- Teachers have good subject knowledge across the curriculum. This ensures that they plan lessons which provide pupils with the skills, knowledge and understanding that they need to make good progress.
- Teachers use questions skilfully to deepen pupils' thinking. In mathematics, pupils are encouraged to explain their thinking. Teachers quickly identify when and why pupils are confused, and ensure that misconceptions are addressed quickly.

- The highly effective teaching of phonics has ensured that pupils can build words well. Pupils read well and enjoy reading both in and out of school. Pupils confidently develop their early reading skills.
- Teachers use the school's marking policy consistently to support the development of pupils' skills. Work in pupils' books shows that teachers' application of the policy is helping pupils to make strong gains in their learning.
- Teachers build constructive and positive relationships with pupils. Pupils want to contribute to lessons because they have a positive attitude towards learning. Often, teaching fuels great enthusiasm. For example, older pupils showed enthusiasm when performing poetry about the 'Blitz', as part of their learning about the Second World War.
- Teaching assistants make a very positive contribution towards the progress that pupils make. They are well trained and guided by teaching staff, and deployed very effectively. If they spot pupils who are struggling or losing concentration, they quickly intervene to bring them back on track.
- Helpful equipment and pictorial methods are used effectively in most classes to develop pupils' understanding, particularly in mathematics. This strong feature of the school's work helps pupils to solve problems successfully. However, pupils do not have regular opportunities across all classes to develop their reasoning skills when solving mathematical problems. The school recognises this and is already taking steps to address it.
- The pupils' books show that regular attention to spelling and grammar has made a marked improvement to pupils' written work, including written work across the curriculum. However, pupils have limited opportunities to develop perseverance in writing at length. Leaders have ensured that systems are in place to provide accurate assessment information in reading, writing and mathematics. This is not fully developed in the other subjects. Most teachers use this information to plan learning according to the pupils' needs and abilities. However, there is less evidence of this in a few classes, where work is occasionally too hard or too easy for pupils and, as a result, they do not make the progress they should.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school is a calm and purposeful environment. Pupils listen to and follow instructions immediately, meaning that no learning time is lost. Pupils have very positive attitudes to learning and want to contribute because school staff create a positive atmosphere.
- Pupils gain a strong sense of safety awareness, including how to stay safe when online. They say that they feel safe, and are adamant that bullying does not exist in the school, but if it did occur, staff would deal with it immediately.
- Pupils are proud of their school. They told the inspector that they 'like school work and teachers help us learn new things.' As a result of this pride and sense of purpose, the school is a harmonious place in which to learn.

- Pupils have good opportunities to learn about the world around them, including different faiths and cultures. Pupils show respect for others and respond sensitively to each other when working together.
- Pupils have plenty of opportunities to learn about fundamental British values, such as democracy and mutual respect. Through their school council elections, they choose their own representatives and have influenced decisions made in school.
- The school's breakfast club provides pupils with a safe and positive start to the day so that they are ready for learning. They enjoy the healthy breakfast on offer and the warm and enthusiastic welcome from the dedicated staff. Pupils enjoy a range of activities. For example, the inspector witnessed pupils participating in a fitness class. Others were being guided by an adult in a drawing activity.
- The school's determination to secure improved attendance has been largely effective. Attendance information is analysed promptly and meticulously to identify patterns and trends. Families are offered personalised support to improve attendance. Leaders are aware that while overall attendance continues to improve, there are still some groups of pupils, such as some disadvantaged pupils, who do not attend school as regularly as they should.

Behaviour

- The behaviour of pupils is good. In lessons and around school, teachers use effective behaviour management. Pupils follow school procedures and exude positive behaviour. Pupils told the inspector, 'We have lots of friends and children are friendly in school.' Other pupils said, 'We feel safe in school.'
- On the playground, pupils are active and lively, but play very cooperatively and show respect to each other. Adults lead activities well and encourage participation in games and activities.
- School records confirm that incidences of negative behaviour are rare. This is because staff expectations are clear and pupils are keen to please staff because of the strong relationships that have been established.
- When work is not precisely matched to their needs, a few pupils do not maintain complete concentration and their progress slows. The school's leaders are aware of this and are already addressing the concern.

Outcomes for pupils

Good

- Current work in pupils' books and assessment information show that achievement is good. The dip in pupils' overall progress indicated at the end of key stage 2 in 2017 is not reflective of other historical data or of current outcomes. Indeed, information provided by the school shows that pupils in 2017 made strong progress from their starting points at the school.
- The proportion of pupils reaching the standards expected for their age has increased in reading, writing and mathematics in all year groups. From typical starting points, pupils make good progress. This is across each year group and in a range of subjects.
- Good teaching in phonics means that pupils develop effective reading skills. The

proportion of pupils who passed the Year 1 phonics screening check in 2016 was well above the national average.

- Disadvantaged pupils make good progress from their starting points in a wide range of subjects. This is clear from the performance information held by the school and the progress observed in pupils' books. Accurate assessments and targeted interventions support disadvantaged pupils to catch up with their learning where they have fallen behind.
- Pupils who speak English as an additional language make strong progress across the curriculum. Leaders check the progress of these pupils and are quick to intervene if they are falling behind.
- Pupils who have SEN and/or disabilities make good progress from their starting points, because support from the school is effective. The school uses additional funding well to support these pupils, including the successful deployment of teaching assistants.
- Rates of progress are improving. The evidence from pupils' books and from school information shows rapid improvement from starting points. However, for some pupils in key stage 2, progress in 2017 was just below the national average. The performance information held by the school, including in pupils' books, demonstrates very clearly that these pupils made strong progress from the time they started school.
- Not enough of the most able pupils reach a greater depth of understanding by the time they leave the school. Last year, fewer pupils attained this in reading, writing and mathematics, compared with national averages.

Early years provision

Good

- The early years is well led and managed. Parents appreciate the warmth of the school staff. The school's strong focus on children's personal and social development helps children to settle quickly into school life.
- Teaching is good. Teachers have a clear understanding of how children learn and are ably supported by well-trained teaching assistants. The good provision enables children to make strong progress. The proportion of children who achieved a good level of development in 2016 was in line with the national average. Although the proportion of children achieving a good level of development fell in 2017, children's progress from their starting points was strong.
- The children's learning journeys support inspection evidence which indicates that children make good progress from their starting points and are well prepared for Year 1.
- Disadvantaged children and those who have SEN and/or disabilities typically make good or better progress from their starting points. Additional funding for these groups of children is used well to match their needs.
- The environment is very well planned. It provides an exciting and rich place for discovery and learning. During the inspection, children were happily engaged in using pots and pans to make music, creating patterns for a 'Diwali' celebration, and using the sand pit for imaginative play.
- Staff are highly skilled in modelling and encouraging children to talk. The clear focus

on developing early language supports children highly effectively in all their other areas of learning, and in their play with each other.

- Safeguarding is effective. In line with the rest of the school, adults are vigilant to the needs of children. Adults complete risk assessments to ensure that the environment and equipment are safe.
- Teachers plan the outdoor learning space activities carefully. They are keen to enrich children's experiences and provide activities to inspire them.

School details

Unique reference number	142544
Local authority	Rutland
Inspection number	10037209

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

Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	Brooke Hill Academy Trust
Chair	Simon Foulkes
Headteacher	Sharon Milner
Telephone number	01780 720025
Website	www.edithwestonprimary.co.uk
Email address	office@edithweston.rutland.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- This school is smaller than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils who have SEN and/or disabilities is below the national average.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is in line with the national average.
- A higher proportion of children than typically seen nationally join the school at times other than at the start of the Reception Year and leave at other times than at the end of Year 6.

- There is a breakfast club, which is managed by the governing body.
- In 2016 the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at the end of Year 6 in English and mathematics.

Information about this inspection

- The inspector observed lessons in all classes, spoke with pupils, heard them read and looked at work in their exercise books. A number of observations were conducted jointly with the executive headteacher and/or the head of school.
- Pupils' behaviour was observed in and around school, during breakfast club, lunchtime, and on the playground.
- Meetings were held with senior leaders, middle leaders, teachers, a group of pupils, the chair of the local governing board and members of the trust.
- School documents were looked at, including the school's information about pupils' achievement, the school's evaluation of its work, plans for school improvement and records concerning pupils' safety.
- The inspector spoke with parents on the playground and considered three responses and three free-text responses to the online questionnaire, Parent View. The inspector also considered six responses to the staff questionnaire and nine responses to the pupil questionnaire.

Inspection team

Damien Turrell, lead inspector

Ofsted Inspector

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