Inspection of a school judged good for overall effectiveness before September 2024: Weston St Mary Church of England Primary School

Small Drove, Weston, Spalding, Lincolnshire PE12 6HU

Inspection date: 13 May 2025

Outcome

Weston St Mary Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

The executive headteacher of this school is Abbie Muir. This school is part of Lincoln Anglican Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jackie Waters-Dewhurst, and overseen by a board of trustees, chaired by Jerry Woolner.

What is it like to attend this school?

Weston St Mary Church of England Primary is a welcoming and nurturing school. Staff share a belief that pupils can achieve excellent outcomes, whatever their starting point. Pupils meet these expectations and achieve well. Their behaviour and attitudes are excellent. Pupils' relationships with each other and adults are respectful and polite. This is because, from the early years, staff set out clear routines and boundaries and teach pupils to be responsible. As a result, pupils concentrate on their learning.

Children in the Reception Year are happy and confident. They play well together. Older pupils are equally happy. They talk confidently about the topics they are studying. Pupils value the rewards they receive for working hard, attending regularly and meeting the school's value of perseverance. Pupils know they can talk to a trusted adult if they have any concerns.

Pupils are well prepared to become active citizens of the future. For example, they carry out charity work in the local community, raising funds for the local food bank. Pupils develop their talents and interests in music and sport. They benefit from a broad range of trips, residentials and visitors to the school. Taking part in 'Weston's 30 Things' allows pupils to build their confidence and raises their awareness of life beyond their local area.

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

The school carefully considers the needs of the pupils and the community from which they come. The school's ambition is that each pupil receives a high-quality education. It has ensured that the curriculum is broad, aspirational and ambitious. The curriculum sets out what pupils will learn as they progress through the school. From the Reception Year, children receive opportunities to build on what they have learned, helping them develop their knowledge and skills confidently. For example, in history, pupils learn about the birth of the British Empire and trade. Later, they explore how the Industrial Revolution increased trade and about the development of urbanisation. From their starting points, pupils achieve well.

In lessons, staff present information clearly and demonstrate secure subject knowledge. They deliberately develop pupils' vocabulary and their understanding of subject-specific terminology. This enables pupils to discuss and write about what they have learned with confidence. Staff provide pupils with regular opportunities to revisit what they have learned. However, checks on pupils' understanding are not as effective as they could be in some learning.

The school's work to overcome obstacles to pupils' learning is successful. This starts in the early years, where children with special educational needs and/or disabilities (SEND) have their needs identified quickly. Pupils with SEND have their needs met well. For example, the school seeks appropriate advice from external agencies to support pupils' specific needs. Staff receive training so they can adapt their teaching for pupils with SEND. Consequently, these pupils access the full curriculum. They progress well through the curriculum.

Reading is a priority at this school. Pupils enjoy reading. Children start to learn their letters and sounds as soon as they join the early years. An impressive and coherent reading strategy helps pupils to practise their reading regularly and become fluent. Staff phonics expertise is well established. As a result, the support for pupils who struggle to read to catch up with their peers is effective. This includes older pupils who join the school unable to read fluently.

The school is tenacious in its approach to attendance. It checks pupils' attendance closely. The attendance of pupils who are absent from school too often is improving. The school teaches pupils to take responsibility for their own behaviour. As a result, they behave well, and learning is rarely disrupted.

Pupils have access to a rich programme for personal development. The curriculum supports pupils in broadening their understanding of how to stay healthy, keep safe and manage their mental health. A wide range of extra-curricular opportunities allows pupils to develop new talents and interests. This includes an art club, a cricket club, a construction club and a choir.

Pupils understand fundamental British values. They learn to understand difference and to be tolerant and respectful of others. Collective worship and assemblies play a key role in

developing pupils' character. However, some pupils do not have a firm understanding of a range of faiths.

Governors and trustees understand the school well and hold leaders to account effectively. Their evaluation of the school's strengths and areas for improvement is insightful. Governors and trustees fulfil their statutory responsibilities well. Staff appreciate considerations made with regard to their workload and well-being. Staff enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, the checks made on pupils' learning do not identify whether pupils are fully secure with prior learning before they move on to new content. This means that gaps in pupils' knowledge are not routinely spotted, and pupils are not consistently supported to build on their prior knowledge as well as they could. The school should ensure that any misconceptions and gaps in learning are quickly identified and addressed before new learning is introduced.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

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	140988
Local authority	Lincolnshire
Inspection number	10347596
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	53
Appropriate authority	Board of trustees
Chair of trust	Jerry Woolner
CEO of the trust	Jackie Waters-Dewhurst
Headteacher	Abbie Muir (Executive Headteacher)
Website	www.weston-st-mary.co.uk
Dates of previous inspection	25 and 26 June 2019, under section 5 of the Education Act 2005

Information about this school

- The executive headteacher took up their post in September 2022.
- The executive headteacher works across this school and one other school, as do other senior leaders.
- Weston St Mary Church of England Primary School has a religious character in the Christian Anglican tradition. The most recent section 48 inspection of the school took place in 2019.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation 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 the school and have

taken that into account in their evaluation of the school.

- Inspectors held meetings with leaders responsible for behaviour, attendance, reading and personal development.
- Inspectors visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the lead inspector 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 considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The lead inspector took account of the responses to the Ofsted online surveys for staff and for parents and carers.
- The lead inspector met with the CEO of the trust, the chair of the trust board, representatives of the board of trustees, the chair of the local academy committee and governors.

Inspection team

Stephen Long, lead inspector	Ofsted Inspector
Dave Ellison-Lee	Ofsted Inspector

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