

# Weston Point Primary Academy

**Address:** Castner Avenue, Weston Point, Runcorn, Cheshire, WA7 4EQ

**Unique reference number (URN):** 150204

## Inspection report: 9 September 2026

|                    |         |
|--------------------|---------|
| Exceptional        |         |
| Strong standard    | ● ●     |
| Expected standard  | ● ● ● ● |
| Needs attention    |         |
| Urgent improvement |         |

### ✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Inclusion

Strong standard ●

Leaders are aspirational for all pupils. When a pupil's learning, attendance or behaviour is below what leaders expect, they work with families to identify and swiftly address any barriers to success. Leaders follow the progress of these pupils in detail and adapt provision quickly when needed. As a result, all groups of pupils attend and behave well and engage positively in lessons.

Leaders use additional funding, including the pupil premium grant, to support pupils facing disadvantage. For example, they train staff in highly effective strategies to support the development of pupils' language skills and their reading fluency and understanding.

Leaders ensure that staff have the expertise they need to support the learning and wellbeing of pupils with special educational needs and/or disabilities effectively. Teachers skilfully adapt lessons to ensure that they are accessible to all pupils. Staff are highly trained to deliver individual programmes of work when appropriate. This means that pupils' ability to access and benefit fully from the curriculum is consistently improved.

The school's resourced provision is effective. Pupils are settled and engaged with learning. The majority of pupils integrate successfully into the main school for some lessons and enjoy playtimes and lunchtimes with their peers. They attend trips and clubs and are fully involved in school life.

### Personal development and wellbeing

Strong standard ●

Leaders enhance the school's comprehensive personal development programme with an extensive range of activities that carefully match the needs of pupils and broaden their experiences. Pupils develop a secure and detailed understanding across the breadth of the personal, social, health and economic curriculum that prepares them well for life beyond school.

Leaders encourage pupils to take on leadership roles in school. Pupils organise charitable donations and express pride at representing the school in community events, such as laying wreaths at a service of remembrance. They are considerate of others and behave with integrity. Every pupil takes part in outdoor learning and older pupils benefit from a residential trip. As a result, pupils develop confidence and resilience and are able to reflect on the positive role they can play in society.

Pupils have a secure understanding of healthy relationships. Older pupils lead assemblies on online safety and work with younger pupils to develop their awareness of road safety. As a result, pupils understand how to keep safe online and in the local community.

Pupils visit places of worship from a number of faiths, such as a Buddhist temple and a local mosque. They have a secure understanding of British values and have knowledge of the law around discrimination of vulnerable groups of people. Pupils develop an understanding of the diversity of modern Britain which prepares them well for the future.

Leaders know pupils and families very well and anticipate when pupils may need additional pastoral support. Pupils know who to speak to if they have an issue. The support provided is highly effective in supporting pupils to attend regularly and engage positively with school life. Leaders ensure that the personal development offer is open to all pupils. Leaders plan activities carefully to reduce any barriers to participation. As a result, involvement is high from all groups of pupils.

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## Expected standard

### Achievement

Expected standard 

On the whole, pupils achieve well. This includes disadvantaged pupils and those with special educational needs and/or disabilities, who make appropriate progress through the curriculum.

Pupils' attainment in national tests at the end of Year 6 is below the national average. However, this does not reflect the attainment of pupils currently in the school. Pupils have the knowledge and skills they need to access the curriculum. They have secure phonics knowledge and read with accuracy and understanding. Pupils' handwriting is fluent. They compose sentences and express their ideas well. Pupils' secure mathematical knowledge is reflected in the improving attainment in the Year 4 multiplication tables check. Older pupils use this knowledge to solve more complex problems as they progress through school.

Pupils apply this knowledge across the curriculum and discuss their learning with confidence. This means that they are well prepared for the next stage in their education.

### Attendance and behaviour

Expected standard 

Leaders use their detailed understanding of attendance and behaviour to identify where improvement is needed. They communicate consistently high expectations and work with families at an early stage to address any barriers to regular attendance before absence becomes an issue. This combination of high expectations and strong support is effective. Attendance, including that of disadvantaged pupils, is around the national average. Leaders work hard to ensure that school is a place that pupils are happy to attend. This is particularly the case for pupils with special educational needs and/or disabilities, whose attendance is above the national average. That said, some pupils' attendance is impacted by holidays.

Pupils understand and consistently follow the school's clear expectations of behaviour. They work cooperatively in lessons and take pride in their work. Leaders ensure that consequences are well understood by staff and pupils. This means that when behaviour falls below leaders' expectations, staff deal with any issues fairly and with consistency. Pupils are treated with kindness and show respect for staff and each other. Staff use their expertise to support pupils to manage their emotions when things are challenging. These factors combine to create a calm and safe environment across all parts of the school. Leaders deal with any form of bullying or harassment quickly and effectively.

## Curriculum and teaching

Expected standard 

Leaders understand pupils' learning well. They use this to check how well the curriculum is helping pupils to learn and remember important knowledge and skills. This allows leaders to take appropriate and timely action to develop the curriculum and bring about improvements in teaching when needed.

This is particularly the case for the teaching of basic skills in reading, writing and mathematics. Leaders are meticulous in their approach to identifying and closing any gaps in pupils' knowledge. Leaders continue to refine teaching so that pupils are more likely to secure these skills quickly and reduce the need for catch-up intervention.

Leaders provide a curriculum that allows pupils to review their prior learning, draw connections between subjects and build knowledge securely over time. They ensure that there is a consistent approach to teaching this curriculum across the school. Teachers provide new learning in manageable amounts and there is an emphasis on the quality and depth of pupils' learning. They present information clearly and teach pupils the specific vocabulary they need for each subject. Teachers adapt lessons skilfully. Learning resources are chosen to support pupils' independent learning. This means that barriers to learning are reduced and pupils with special educational needs and/or disabilities learn alongside their classmates.

## Leadership and governance

Expected standard 

Since the school opened in January 2024, leaders have consistently communicated high expectations across all aspects of the school's work. Leaders use their detailed understanding of the school to drive improvement. They consistently make decisions that are in the best interests of pupils. As a result, pupils are safe and engaged with learning. Pupils' understanding of the foundational skills and knowledge they need to progress is increasingly secure and attendance has risen to around the national average.

Those responsible for governance fulfil their statutory duties. They understand the school and support and challenge leaders appropriately. They ensure that resources, such as the pupil premium grant, are used effectively to support disadvantaged pupils. Staff appreciate the care and support they receive from leaders to promote their welfare and manage workload.

Leaders provide a comprehensive programme of professional learning for all staff. As leaders develop the curriculum, they ensure that staff are trained to teach new content effectively. This includes learning how to support pupils with special educational needs and/or disabilities and those facing disadvantage. Leaders use their expertise to support other schools and staff have regular opportunities to work with colleagues from within the trust to develop their practice. As a result, staff have the expertise needed to deliver the curriculum in a way that meets pupils' needs effectively.

Leaders and those responsible for governance engage positively with the school community. Their work has been effective at building trust following a challenging period for the school. Parents and carers are positive about the education and care that their children receive.

# What it's like to be a pupil at this school

Pupils settle quickly into the established routines of the school day. They attend well and focus positively on their learning. Pupils learn the important knowledge and skills they need to read, write and communicate well. Each stage of their learning sets them up to fully access the next. Pupils are supported effectively to reduce any barriers they may have to learning successfully. This means that pupils keep up with learning and any gaps in their knowledge are closed quickly. Pupils with special educational needs and/or disabilities are supported effectively and make appropriate progress. This means that they are able to benefit from the whole curriculum offered by the school.

Pupils contribute to the day-to-day life of the school. They lead assemblies and have many opportunities to represent the school. They have a keen sense of belonging and pride in being part of the school community. Pupils help shape the provision offered by the school. Their voices are heard. This includes the enrichment activities on offer. As a result, the range of experiences is broad and participation is high from all groups of pupils. This includes in chess, choir and drawing clubs. Pupils represent the school in a national mathematics competition and many sporting events such as handball, cricket and Boccia.

Pupils understand clearly the positive behaviour that is expected of them. For example, they know how to be 'Fantastic Walkers', 'Super Diners' and 'Classroom Stars'. They behave well across the school and they are confident that any incidents, including bullying or harassment, would be dealt with quickly by staff. Pupils benefit from the positive relationships they have with each other and with staff. They feel safe.

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## Next steps

- Leaders should continue to support teachers to ensure that more pupils acquire secure knowledge in reading, writing and mathematics.
  - Leaders should continue to work with families to raise attendance, particularly for those pupils taking holidays in term time.
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## About this inspection

This school is part of Wade Deacon Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gary Kelly, and overseen by a board of trustees, chaired by Paul Fowler.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection started on 8 September 2026. It was paused in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy. Inspectors returned on 15 September and 16 September 2026 to complete the inspection.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the head of school, the chief executive officer and other trust leaders, governors, trustees, staff and pupils in the school during the inspection. Inspectors also spoke with parents and carers at the start of the school day.

The inspectors confirmed the following information about the school:

The school includes a specially resourced provision for 8 pupils with social, emotional and mental health needs.

At the time of the inspection, there were no children in the early years.

The school currently uses no alternative provision.

Head of School : Jacob Everson

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### **Lead inspector:**

Chris Fielding, His Majesty's Inspector

### **Team inspector:**

Neil Le Feuvre, Ofsted Inspector

## **Facts and figures used on inspection**

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 9 September 2026

## **School and pupil context**

### **Total pupils**

**82**

Well below average

### **What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

## **Pupils eligible for free school meals (FSM)**

**36.59%**

Above average

### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

## **Pupils with an education, health and care (EHC) plan**

**10.98%**

Well above average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

## **Pupils with special educational needs (SEN) support**

**25.61%**

Well above average

### **What does this mean?**

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

## **Location deprivation**

**Close to average**

### **What does this mean?**

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced provision or SEND Unit (if applicable)**

# No resourced provision

## What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 61%              |                                |
| 2024/25 (final)       | 25%         | 62%              | Below                          |
| 2023/24               |             | 61%              |                                |
| 2022/23               |             | 60%              |                                |

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 74%              |                                |
| 2024/25 (final)       | 44%         | 75%              | Below                          |
| 2023/24               |             | 74%              |                                |
| 2022/23               |             | 73%              |                                |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 72%              |                                |
| 2024/25 (final)       | 50%         | 72%              | Below                          |
| 2023/24               |             | 72%              |                                |
| 2022/23               |             | 71%              |                                |

## Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 73%              |                                |
| 2024/25 (final)       | 31%         | 74%              | Below                          |
| 2023/24               |             | 73%              |                                |
| 2022/23               |             | 73%              |                                |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 46%              |                                |
| 2024/25 (final)       | S           | 47%              | S                              |

| Year    | This school | National average | Compared with national average |
|---------|-------------|------------------|--------------------------------|
| 2023/24 |             | 46%              |                                |
| 2022/23 |             | 44%              |                                |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 62%              |                                |
| 2024/25 (final)       | S           | 63%              | S                              |
| 2023/24               |             | 62%              |                                |
| 2022/23               |             | 60%              |                                |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 59%              |                                |
| 2024/25 (final)       | S           | 59%              | S                              |
| 2023/24               |             | 58%              |                                |
| 2022/23               |             | 58%              |                                |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 60%              |                                |
| 2024/25 (final)       | S           | 61%              | S                              |
| 2023/24               |             | 59%              |                                |
| 2022/23               |             | 59%              |                                |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average |             | 68%                              |                         |
| 2024/25 (final)       | S           | 69%                              | S                       |
| 2023/24               |             | 67%                              |                         |
| 2022/23               |             | 66%                              |                         |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average |             | 80%                              |                         |
| 2024/25 (final)       | S           | 81%                              | S                       |
| 2023/24               |             | 80%                              |                         |
| 2022/23               |             | 78%                              |                         |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average |             | 78%                              |                         |
| 2024/25 (final)       | S           | 78%                              | S                       |
| 2023/24               |             | 78%                              |                         |
| 2022/23               |             | 77%                              |                         |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average |             | 80%                              |                         |
| 2024/25 (final)       | S           | 81%                              | S                       |
| 2023/24               |             | 79%                              |                         |

| Year    | This school | National non-disadvantaged score | School disadvantage gap |
|---------|-------------|----------------------------------|-------------------------|
| 2022/23 |             | 79%                              |                         |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 4.6%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 5.5%        | 5.5%             | Close to average               |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 12.3%       | 13.0%            | Close to average               |
| 2023/24 (3 term) | 16.5%       | 14.6%            | Close to average               |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

## **Expected standard**

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## **Needs attention**

The expected standards are not met but leaders are likely able to make the necessary improvements.

## **Urgent improvement**

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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