

Wey House School

Inspection report

Unique Reference Number	125466
Local Authority	Surrey
Inspection number	359895
Inspection dates	3–4 March 2011
Reporting inspector	Sarah Mascall

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	26
Appropriate authority	The governing body
Chair	Roger Strickland
Headteacher	Craig Anderson
Date of previous school inspection	29 January 2008
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Introduction

This inspection was carried out by one additional inspector. The inspector visited seven lessons and observed six teachers. Meetings were held with the chair of the Interim Executive Board, staff and pupils. Pupils' work, information on progress, safeguarding policies and other documents were evaluated. Questionnaires from 10 parents and carers, 18 staff and 23 pupils were scrutinised.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- How effectively data is used to ensure that all pupils do as well as they should.
- How the school enables pupils to take responsibility for their actions and develop their personal and social skills.
- How well senior managers ensure that pupils receive a broad and balanced curriculum.
- How teachers use assessment to enable pupils to know how well they are doing and what they have to do to improve.

Information about the school

Wey House is a school for pupils who have a statement of special educational needs for social, emotional and behavioural difficulties (SEBD). A large majority of pupils have been statemented with additional special needs, including autistic spectrum disorder, attention deficit and hyperactive disorder, and communication and learning difficulties. A small minority of pupils are in the care of the local authority. Most students are from White British backgrounds. ♦

The school has been through a considerable period of disruption since the previous inspection. In 2009, the local authority intervened in the leadership and management of the school as a result of serious concerns about a number of key aspects of the school's provision. The school was placed on the local authority's additional support and intervention programme. An interim headteacher was appointed for two terms. An interim executive body was put in place in January 2010, replacing the governing body.

The current leadership team was formed in April 2010. The deputy headteacher was appointed head of school and a soft federation formed with St Nicholas School, a secondary SEBD school. The headteacher of St Nicholas is the executive headteacher of Wey House.

- ♦ The school's residential facility was closed in 2009

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Wey House is a satisfactory school that is rapidly improving because of strong leadership and management. The present leadership team has been effective in raising attainment, improving learning and putting in place robust systems that have improved pupils' behaviour and ensured that they are safe. The impact of the very positive improvements is reflected in the fact that the local authority no longer considers the school needs the high level of support previously provided. Recent appointments and delegation of roles and responsibilities within the school team, together with well-focused training for staff, have done much in helping the leadership team to move the school forward. The very experienced interim executive body (IEB) provides strong and effective support and plays an important part in helping the school develop. Self-evaluation processes are effective in identifying what the school needs to do to improve. The development of staff skills and the commitment of the leadership team and members of the IEB to the school, together with the considerable progress made since April 2010, contribute to the school's good capacity for sustained improvement.

Pupils' progress has been variable in the last three years because of the difficult period the school has been through, particularly because of staff absence and changes. Stability over the last year has ensured that pupils' achievements and progress are satisfactory overall. There is, however, clear evidence that the vast majority of pupils are on track to make good progress by the end of this academic year. Effective support to improve the range of teaching strategies has ensured that there are many strengths in the quality of teaching. There are still, however, a few inconsistencies which result in teaching being satisfactory rather than good. ♦ Not all teachers ensure that work in lessons is matched to pupils' different needs and that pupils know what they could do to improve. Most teachers make good use of teaching assistants to support learning but this is not consistent across the school and this sometimes negatively affects progress. There have been good improvements to the curriculum, particularly in providing more individual support for those pupils who require extra support in their learning. Good steps have been taken to widen the range of experiences for some pupils but the school recognises that this needs to be extended further for all pupils. This is particularly relevant in light of the increasingly high number of pupils starting school with additional special needs.

Pupils clearly enjoy school and they talk positively about all that goes on. The good procedures for care, guidance and support ensure that pupils are well cared for. The good relationships between staff and pupils give pupils the confidence to talk to staff about their concerns. Pupils say they feel safe and the vast majority feel that behaviour in school is good. This reflects considerable improvement from previous years when the number of incidents of poor behaviour and physical restraints was ♦ very high. There is clear evidence that the number of incidents and restraints has been reduced considerably and

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continues on a downward trend. The good systems for tracking behaviour and improved training regarding safeguarding are ensuring that the school is a safe place. Relationships with parents, carers and the different agencies involved with pupils are much improved and the school has established good links with the local community and schools.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the use of assessment to ensure that work in lessons is always matched to pupils' abilities and that marking provides pupils with a clear understanding of what they have to do to improve
- Improve the use of teaching assistants so that they are more involved in supporting pupils' learning.
- Develop a wider range of experiences within the curriculum so that it is more effective in meeting the needs of all pupils.

Outcomes for individuals and groups of pupils

2

The school has developed good systems that are now enabling staff to track the progress that pupils have made over the last three years. English was identified as a cause for concern last year and senior leaders have taken effective action to put in place improved teaching strategies and one to one support. These are having a positive impact on pupils' achievements in literacy and there are good indications that most will make good progress this year, which is a notable improvement on previous years. Achievements in mathematics, science and information and communication technology are also improving and pupils are on track to make at least good progress in these subjects. Good progress was evident in a science lesson when pupils dissected flowers and looked closely at the different sections that formed them. By the end of the lesson, pupils were confident to match the various plant parts to their technical names. Pupils made good progress in an art lesson, recognising how the artist Maurice Sendak depicted different textures when drawing the monsters in 'Where the Wild Things are'. Pupils' progress was extended through evaluating their own work and considering how they could improve it further. Information gathered by the school and confirmed during the inspection shows that there is no significant difference in the progress of different groups within the school.

Pupils clearly value their time at school and participate enthusiastically in all the different activities. This is most evident in the wide variety of sports they can do, such as indoor football at the start of the day. They talk knowledgeably about what they need to do to keep healthy and rightly praise the very good quality of food at lunch times. Pupils develop a clear understanding of what is right and wrong and the consequences of displaying poor behaviour. The new rewards systems is well understood by pupils and they are very proud of their achievements in gaining points for good behaviour. The desire to be one of the top six each week (for which there is a special outing) is a great motivator for them all to do well in lessons. They make good progress in their social skills. The positive ethos within the school, effective role modelling by staff and the sense of being part of a family, which is very evident at lunch times, ensure that for the majority of the time, pupils get on well together. Pupils' enjoyment of school is reflected in their

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broadly average attendance. For some, this reflects a huge change of attitude from the past when they were poor attenders in their previous settings. For several pupils, attendance is above, and on occasions well above, average. Pupils develop good personal skills, particularly in managing their behaviour, which prepares them well for the next stage of their education when they leave. This is reflected in the fact that a small number of pupils have recently successfully returned to a mainstream setting. Pupils have high aspirations for their future, feeling that they are now doing so well that they too can go to mainstream.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	*
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

* In sixth form schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

How effective is the provision?

There are a number of key strengths in teaching that are consistent in all lessons. Most evident is the use of learning objectives to which all teachers refer and which many use well at the end of lessons to check pupils' learning. In a good history lesson, questioning was used at the start of the lesson to check on pupils' recall of vocabulary linked to steam engines. It was obvious from their enthusiastic responses that pupils remembered a great deal from the previous lesson. A particular strength of teaching is the effective use of technology to support learning. In a good mathematics lesson, for example, the teacher used the interactive whiteboard well to encourage pupils to think about lines of symmetry.

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The very good range of pictures caught their imagination and caused awe and wonder when showing, for example, the line of symmetry in a photograph of a lake setting. Behaviour management in lessons is consistently good. Best practice was evident when teachers reminded pupils of their behaviour targets and pre-empted any problems by giving pupils opportunities to make decisions about how best they can be helped to manage in the lessons.

Teachers have a clear understanding of the levels pupils are working at and there are regular reviews of pupil progress. Work in lessons is often matched to pupils' needs but this is not consistent and learning sometimes suffers as a result. Opportunities are missed by teachers to make better use of teaching assistants in recording what pupils know so that any gaps in understanding can be addressed. Marking of pupils' work is detailed and up to date but teachers do not always ensure pupils know the levels they are working at and how they can improve further.

The satisfactory curriculum is being developed well to provide a wider range of experiences. Access to the creative arts, particularly music, is being improved and visitors and the local community are beginning to be used more effectively to provide a wider range of opportunities. ♦ For example, a small number of pupils now have opportunities to work at a local farm. This has had a very positive impact on their behaviour and approach to learning in school. The school is in the process of developing these opportunities further for more pupils. The extended curriculum contributes well to pupils' personal and social skills. The school is developing the use of this time further so that it is more effective in supporting pupils' learning.

The care, guidance and support of students are given high priority by all staff. The partnership between all agencies is effective in ensuring that the care and support for each student are good. The establishment of a monitoring and support group for behaviour has been effective in enabling staff to have a good overview of each pupil and provide high quality support to enable them to improve. Communication with parents and carers is good and includes regular home visits. The school has made very positive efforts to include parents and carers in their children's learning and this was reflected in the very high turnout for the 2010 Christmas performance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

As a result of effective planning based on good quality self-evaluation, senior managers have been successful in moving the school forward at a very good pace. Regular meetings

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and ongoing training have ensured that staff are very clear about the high expectations of senior managers to bring about improvements. As a result of these expectations, the school now has a competent staff team committed to enabling pupils to make progress in their learning. ♦ The enthusiasm and commitment of staff to bring about change is very evident and many have worked hard in supporting the school to move forward. The school's ethos has been improved by changes to the layout of the building and newly decorated classrooms which are much appreciated by the pupils. Senior leaders have established robust tracking systems that enable them to monitor pupil progress and behaviour. As a result, there is no discrimination and most aspects of equality of opportunity have been assured. However, the negative impact of some work not being well tailored to pupils' abilities means that the school's effectiveness in providing for equality of opportunity is satisfactory rather than good. Nevertheless, current improvements bode well for the future. There are good strategies in place, particularly through improved one-to-one support, to ensure that the vast majority of pupils are on track to make good progress by the end of this academic year. Monitoring of teaching and learning has been rigorous and had a positive impact on the quality of teaching.

The school has benefited from good support from the members of the IEB in providing a clear overview of provision. ♦ Targets for improvements are challenging and are ensuring that the outcomes for pupils are improving rapidly. Safeguarding procedures have been reviewed over the last year and are now far more robust, ensuring pupils are safe. The school has established good links with the local community and is encouraging more people to be involved in the school. There are good plans in place to develop community cohesion, which is satisfactory overall, further through closer links globally and nationally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Views of parents and carers

The rate of return for the Ofsted questionnaire was above average as a percentage of pupils on roll. Parents and carers are positive in their support of the school and this is reflected in a comparatively good return of responses. A very small number of parents and carers wrote about how the school had helped their children and their views can be summarised best by one parent who wrote, 'Before my child came to Wey House he would never go to school, his attendance was 47% and when he was at school he was never in class. Wey House has turned this all around and he goes to school every day and is a much happier child.'

A parent raised concerns about the closure of the residential facility. The future of this facility is at present under review by the local authority.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wey House School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 10 completed questionnaires by the end of the on-site inspection. In total, there are 25 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	40	6	60	0	0	0	0
The school keeps my child safe	8	80	2	20	0	0	0	0
My school informs me about my child's progress	6	60	4	40	0	0	0	0
My child is making enough progress at this school	6	60	3	30	1	10	0	0
The teaching is good at this school	7	70	3	30	0	0	0	0
The school helps me to support my child's learning	6	60	4	40	0	0	0	0
The school helps my child to have a healthy lifestyle	5	50	5	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	50	5	50	0	0	0	0
The school meets my child's particular needs	7	70	2	20	1	10	0	0
The school deals effectively with unacceptable behaviour	8	80	2	20	0	0	0	0
The school takes account of my suggestions and concerns	7	70	3	30	0	0	0	0
The school is led and managed effectively	8	80	2	20	0	0	0	0
Overall, I am happy with my child's experience at this school	8	80	2	20	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 March 2011

Dear Pupils

Inspection of Wey House School, Guildford GU5 0BJ

Thank you so much for being so friendly and helpful when I came to visit your school recently. A special thank-you must go to the pupils in the school council who took time to come and talk to me. ♦ It was great to hear you talk about so many positive things and how much you enjoy attending Wey House School.

Your school provides you with a satisfactory education at the moment and is improving rapidly. I know that you work hard in lessons and, because of this, your progress is improving and many of you are on track to do well this year. You work very hard at improving your behaviour and do well in gaining points that show how well you have done. I was very impressed at how much you know about keeping healthy and it was good to hear about all the different sports and activities you are involved in. The school is good at checking that you are all doing well and making sure you are safe. You get on well with your teachers and I was pleased to see how well you use the interactive whiteboards in lesson to show how much you have learnt.

Because the school wants to be even better, I have asked teachers to make sure the work you do is matched to your ability and that you understand how well you are doing and what you have to do to improve. Teaching assistants play an important part in lessons and I have asked that teachers make sure they are involved more in helping you with your learning. The curriculum is improving and I have asked the school to provide a wider range of opportunities for you during the day.

I wish you well for the future and hope you continue to work hard in lessons.

Yours sincerely

Sarah Mascall

Sarah Mascall Lead inspector

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