

Wey House School

Horsham Road, Bramley, Guildford, GU5 0BJ

Inspection dates 1–2 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The focus of the headteacher on improving learning rather than just controlling behaviour is driving rapid improvement, both in pupils' learning and in their personal development.
- The school has improved well since the last inspection.
- Achievement is good for all groups of pupils, having improved significantly since the start of this school year.
- Pupils make good progress from their starting points in developing literacy, numeracy and life skills. Their behaviour is good and attendance improves whilst they are at the school.
- Teaching is good, based on positive relationships and staff being skilled in meeting the individual needs of the pupils.
- Pupils say they feel safe at school and parents are positive about the outcomes for their children.
- The curriculum has been improved since the last inspection, with a particular focus on emphasising key skills through a practical approach.
- Senior leaders, including the governing body, have a clear vision for the school and an accurate view of its strengths and weaknesses. Their raised expectations have brought about improvements in accelerating achievement and focusing teaching more clearly on learning.
- Senior leaders are challenged by the governing body and a high priority is placed on improving performance through rigorous monitoring, supported by good quality training.
- Efficient planning by the governing body and senior leaders means funding is spent well for the benefit of all groups of pupils, including those who are known to be eligible for the pupil premium.

It is not yet an outstanding school because

- Sometimes there is insufficient challenge, especially for more able pupils. Pupils are given too few opportunities to reflect on their own learning and the learning of others.
- Pupils are not always given good opportunities to use and extend their writing skills in subjects other than English.

Information about this inspection

- The inspector observed 10 lessons or part lessons. Three of these were joint observations with senior leaders. Nine teachers were observed teaching, including all the class teachers.
- Two meetings were held with groups of pupils from Years 3 to 6. Meetings were held with governors, senior and middle leaders and with a representative from the local authority.
- There were insufficient responses to the online questionnaire (Parent View) but the inspector took account of the views of parents and carers from the school's own survey. The inspector held a telephone discussion with a parent who contacted the inspector and considered the view of carers expressed in a letter to the inspector. The inspector took account of the views of 13 members of staff who responded to the staff questionnaire.
- The inspector observed the work of the school and looked at a range of documentation, including policies, the school's self-evaluation and its development plan, documents used by school leaders to check the school's work, progress records, documents relating to attendance and safeguarding and the agendas and minutes of the meetings of the governing body.
- The inspector heard pupils reading and commenting on what they had read.
- The inspector checked on the behaviour of pupils in lessons and at break and lunchtimes. He also reviewed behaviour records and individual 'Pupil Handling Plans'.

Inspection team

Timothy Feast, Lead inspector

Additional Inspector

Full report

Information about this school

- Since the last inspection, the school has ceased to have an interim executive board and to work in federation with another local school. There is a new headteacher and senior leadership team and a reconstituted governing body.
- The school caters for primary-aged pupils, all of whom have a statement of special educational needs relating to behavioural, emotional and social difficulties.
- All the pupils are boys.
- A large majority of the pupils are of White British heritage and there are very small numbers of pupils from Black African and mixed heritage backgrounds.
- Just over half of the pupils are known to be eligible for the pupil premium, which is well above average. Pupil premium funding is intended for the support of pupils who are known to be eligible for free school meals, in the care of the local authority or from families in the armed forces. There were no pupils from families in the armed forces and a very small proportion of the children were looked after by the local authority at the time of the inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that:
 - there is sufficient challenge in all lessons to speed up the rate of progress, especially for more able pupils
 - greater opportunities are found in lessons for pupils to assess their own work and the work of the other pupils
 - teachers identify good opportunities to motivate pupils to write in subjects other than English.

Inspection judgements

The achievement of pupils is good

- Pupils are admitted to the school at different times during the school year. Pupils' attainment on arrival is well below average, with many having particularly poor reading and writing skills. This is usually as a result of poor behaviour and attitudes to learning in their previous schools.
- At the start of this academic year, school leaders, supported by the governing body, raised the expectations of the progress pupils would make so that it should be better than that expected nationally. This raising of expectations has resulted in some pupils making more than double the rate of progress expected nationally, particularly in their reading.
- Pupils make good progress. The school has specifically targeted pupils' reading skills, providing additional support where necessary. This focuses on clear strategies which are followed up consistently in all lessons.
- The transformation of the library into a medieval castle has encouraged pupils to read more widely. This focus has resulted in many pupils making outstanding progress with their reading and all pupils spoken to were proud of how their reading had improved. A majority of pupils are now competent and confident readers but less able readers are given good support to help them understand more challenging words.
- Pupils are also making good progress in their writing and mathematics, although progress in writing is sometimes limited by too few opportunities to write in subjects other than English.
- Progress in lessons is good in all the classes and the gap between pupils' current attainment and that expected for their age is beginning to close. All groups of pupils, including those from minority ethnic groups, are making equally good progress.
- Pupil-premium funding has been used to good effect so that eligible pupils' attainment is similar to, if not higher than, that of the others. It has been used to provide innovative activities to improve pupils' social skills and help to re-engage them with learning. The construction of the outdoor classroom, for example, provides all pupils with practical opportunities to extend their mathematical and communication skills.

The quality of teaching is good

- The pupils' accelerating progress reflects improvement in teaching since the last inspection. The headteacher's focus is to improve the quality of learning in lessons and she has raised significantly the expectations of progress pupils should make. Staff are clear about these new expectations and have risen well to the challenge, including using teaching assistants more effectively to improve learning rather than just control behaviour.
- The positive relationships between adults and pupils make pupils confident that staff will do all that they can to help them improve both their learning and their behaviour. Staff manage the challenge of pupils' behaviour consistently well and disruption in lessons is uncommon.
- Pupils expect to work on improving their skills in lessons. Teachers have increasingly found innovative ways to promote this, using active and practical approaches to learning. Modern information and communication technology equipment has been used well, for example to improve pupils' control of writing in a cursive script. African drumming techniques have been used well to improve pupils' reading skills, in preparation for the summer term's musical production.
- Lessons are planned thoroughly to meet the individual needs of pupils. Teaching assistants are generally deployed well to work with individuals or small groups. On occasions, more able pupils quickly complete the work they are set because it is too easy for them and their progress slows.
- Teachers have improved the quality of their assessment and marking, a key issue for development from the last inspection. Work is marked regularly and guidance is given on what pupils need to do to improve.
- Teachers and other adults offer a great deal of feedback, including praise on behaviour during

lessons, but opportunities are limited for pupils to assess their own work or the work of others. When opportunities were given, pupils responded well.

The behaviour and safety of pupils are good

- Staff are positive about behaviour being typically good in the school. The parents who commented and the pupils themselves indicate that their behaviour improves whilst they are at the school. Pupils value the rewards they can now achieve for good behaviour and they are clear as to the sanctions for poor behaviour.
- Pupils showed good attitudes to learning in lessons and on occasions worked well collaboratively. In the best instances, pupils worked sensitively to help with the reading of other pupils. Pupils have improved their confidence and self-esteem and their ability to work in teams through adventurous activities such as rock climbing and kayaking. Pupils are very proud of their school football team and their success in competitive fixtures.
- The school environment reflects the pupils' positive view of their school. No litter or graffiti were observed on the site. Equipment is used responsibly and displays of pupils' work are respected. Breaks and lunchtimes are good social occasions and pupils play well together.
- The attendance of a large majority of pupils improves whilst they are at Wey House, although not always to the extent that is found generally in primary schools nationally. Punctuality to lessons is good.
- The staff's consistent approach helps pupils improve their behaviour and manage their own behaviour in a better way. As a result, the number of fixed-term exclusions has fallen significantly in 2012-2013, with no permanent exclusions. Pupils were unanimous in saying they feel safe. They recognise unsafe situations and know what to do if faced by one. School records indicate there are very few racist or homophobic incidents. Pupils indicated that there is some bullying but staff deal with it well. Circle time is used well by pupils to consider issues and moral dilemmas and to congratulate others on what they have done well and for them to 'blow their own trumpets'.

The leadership and management are good

- School leaders, including governors, share a vision for improving pupils' learning by raising the quality of provision. The governing body has challenged school leaders and leaders have challenged the staff to raise their expectations of what pupils can achieve. As a result, there have been considerable improvements since the last inspection.
- The pace of pupils' progress has accelerated, particularly since the start of this school year. The quality of teaching has improved. Leaders have provided good quality training to raise staff's expertise.
- The curriculum has been significantly revised, with a particular emphasis on encouraging pupils to learn through practical activities. The school uses the locality well to enrich the curriculum, encouraging the use of local artists and craftsmen. As a result, pupils are more enthusiastic about their learning and this has improved their attendance and behaviour.
- Leaders regularly monitor the quality of teaching and are supported in this by visits from governors and the local authority. Assessments are accurate and staff are given clear areas for improvement. Staff indicated they think leaders do all they can to improve teaching.
- Pupils benefit from the services provided by a range of external agencies. School leaders and governors undertake a number of activities to gather parental views, although evidence of these views influencing school policies is limited.
- The school's ethos is successful in ensuring that discrimination is not tolerated, and that all the pupils feel valued and are given equally good opportunities to improve both their academic and personal development.
- The school leaders, including governors, plan the budget well so that resources are deployed effectively. The use of resources, including that linked to pupil-premium funding, is monitored

rigorously and outcomes from the evaluations are used to inform future spending decisions.

- Statutory requirements in respect of safeguarding are well met.
- The local authority has provided considerable support to the school following the outcomes of the last inspection. This support has had a good impact.
- **The governance of the school:**
 - The governing body is effective in both challenging and supporting school leaders, using their good knowledge of the school to compare it rigorously with national performance.
 - Governors continue to develop their own capacity to hold the school to account through links with other governors and their attendance at meetings and courses.
 - Governors have a good understanding of the quality of teaching and pupils' achievement, receiving full answers in the headteacher's report to the questions they pose. This information supplements governors' knowledge from their own visits. This information helps their evaluation of how well the school manages staff performance and decisions to reward good teaching or tackle underperformance.
 - The governors have a good understanding of the use of pupil-premium funding and its impact on pupil performance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125466
Local authority	Surrey
Inspection number	406312

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

Type of school	Special
School category	Community special
Age range of pupils	7–11
Gender of pupils	Boys
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Deborah Myers
Headteacher	Debra Smith
Date of previous school inspection	3–4 March 2011
Telephone number	01483 898130
Fax number	01483 894642
Email address	head@weyhouse.surrey.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

