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Ms R Hutchison
Weston Park Primary School
Newtown Road
Woolston
Southampton
SO19 9HX

Dear Ms Hutchison

Requires improvement: monitoring inspection visit to Weston Park Primary School

Following my visit to your school on 8 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- develop the school action plan so it includes a clear timeline for actions and targets for pupil achievement that will enable the impact of actions to be evaluated at key times
- analyse regularly the progress being made by different groups of pupils, such as higher attaining pupils and those eligible for pupil premium funding, and use this information to inform planning
- ensure that the leadership of the school is constituted in such a way to provide the capacity needed to build on recent improvements.

Evidence

During the visit, I met with you and other senior leaders, members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. I scrutinised a range of documents including the school's action plans and students' progress data. We briefly visited lessons around the school to see teaching and learning.

Context

The executive headteacher is currently absent from the school. A Year 4 teacher and a phase leader for Years 3 and 4 have joined the school. The deputy headteacher is currently seconded to another school.

Main findings

You and your senior leaders have set about the task of improving the school with a real sense of belief and determination. You are putting in place a range of responses to address the areas for improvement identified at the previous inspection. You have reviewed and developed your school action plan accordingly, and have set out clear expectations for the changes in practice that should result from your actions. However, the plan does not clearly define the timescales for these actions; neither does it identify the precise improvements expected in the progress of different groups of pupils at key points.

Your open and visible leadership style, and recent developments in leadership roles and responsibilities, are helping to unite the staff behind a single vision for school improvement. However you and your governors are not currently in a position where you can be completely clear about the how the school's leadership team will be constituted from September onwards. The school is therefore in a vulnerable position with regards to being able to build confidently on recent improvements.

Your rigorous approach to gauging the quality of teaching is enabling you to gain a better understanding of what needs to be improve; the introduction of regular pupil progress meetings and the use of external support to check the quality of teachers' assessment of pupils' work have helped this. You are adapting your staff development and support programmes effectively, to address the issues identified. The feedback teachers are receiving to help them to improve their teaching is now more clearly associated with improving pupils' achievement.

You have reviewed and adapted the behaviour policy since the previous inspection; as a result further improvements in behaviour are beginning to be evident. Key to this has been the increased emphasis on rewards, and the transformation of the 'time out' room into a space for providing extra behaviour support for pupils when

they need it. The school's new anti-bullying project concentrates usefully on promoting further understanding and awareness of bullying and how it can be tackled.

An experienced governor with relevant professional experience has recently taken up the role of Chair of the Governing Body. She knows and understands the needs of the school well, and she is clear about areas that need further improvement. Governors are starting to address the recommendations of the review of governance carried out prior to the previous inspection. Two new governors have recently been appointed who can bring further expertise to the governing body, and a further recruitment drive is underway. As a result the governing body can hold the school to account better.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection. My next visit will focus on how well the school's leadership team is embedding sustainable improvements in teaching and achievement.

External support

You are now receiving regular clear and consistent support from a team of consultants provided by the local authority. This work is led by an experienced educational consultant who is supporting you well in the development and implementation of your school improvement strategies. You are also utilising links with other educational organisations, gaining support from a local special school to develop better behaviour support approaches being one example.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Southampton.

Yours sincerely

Diana Choulerton
Her Majesty's Inspector