

Tribal  
Kings Orchard  
1 Queens Street  
Bristol, BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5307  
**Email:** rachel.evans@tribalgroup.com



7 October 2014

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 7 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection 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 second 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.

### **Evidence**

During the visit, I met with you, other senior and middle leaders, members of the governing body and a representative of the local authority to discuss the action taken since my last visit. I scrutinised documents including the school's action plans and information about pupils' progress. We observed four parts of lessons to see teaching and learning.

### **Context**

Since the last monitoring inspection the executive headteacher and deputy headteacher have left the school. You are now the permanent headteacher. The acting assistant headteacher has also been appointed permanently to her role. When

she returns from maternity leave in January 2015, she will be the acting deputy headteacher. An acting assistant headteacher has been appointed. Seven teachers have joined the school and eight have left. All teachers are now permanent members of staff.

## **Main findings**

You and the governing body have worked effectively to address key areas for action identified at the last visit. The leadership of the school is now appropriately constituted. Your post is now permanent and from January 2015 you will have a full senior leadership team in place. You are now better placed to build on the improvements seen at the last monitoring visit. Nevertheless, you are still short of senior leadership for this term. The local authority is now working with you to bring in an experienced senior leader to provide the capacity needed to make sure improvements continue to happen swiftly. You have improved the school action plan. It now includes a clear timeline for actions and targets for pupils' achievement. However, it does not define the precise improvements expected in the progress of different groups of pupils at key points in the year. You recognise that you still need to address this. Your analysis and reporting on pupil progress is much clearer than previously. Reports now show the proportions of pupils in each year group who are on track to meet their English and mathematics targets at key points in the year. You must now make sure that the information you collect on the progress of different groups, such as those eligible for pupil premium funding, is reported as effectively.

In 2014 the proportion of pupils that made expected progress in reading and mathematics by the end of Year 6 was less than in the previous year. School information shows that pupils' progress in other year groups was also not good enough. You have strengthened your approaches to improving the quality of teaching to address this. You have appointed leaders for English and mathematics to drive improvements in these subjects. Teachers continue to have regular development sessions but now also have more individualised support. A middle leader runs a programme for less experienced teachers and coaching for groups of teachers on specific areas that need development. You have reviewed the support provided for pupils who need extra help. More teaching assistants now support pupils during lessons. Pupils who need it now receive regular catch-up sessions for mathematics and phonics. Middle leaders are being trained to help make sure the leadership of this work is effective. You recognise that these changes must lead to swift improvements if pupils' achievement is to rise as much as needed, particularly in mathematics.

Your work to improve behaviour and reduce bullying, reported at last visit, is having a positive impact. Incidents of poor behaviour have reduced and bullying is increasingly rare.

The governing body is stronger than previously. Five new governors have been recruited. This includes a local authority data expert and a paediatrician who bring

helpful expertise. Governors now meet more regularly to review the school's progress. Leaders provide governors with plans and reports that are easier to understand than before. As a result, the governing body is better placed to hold school leaders to account for improvements.

### **External support**

At the end of last term the local authority stopped providing support from an educational consultant whose support you valued. The school is now paying for his services to make sure this support continues. The local authority is now taking action to reinstate a suitable monitoring and support package.

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

Yours sincerely

Diana Choulerton  
**Her Majesty's Inspector**