

# Weston Academy

Weston Road, Totland Bay, PO39 0HA

## Inspection dates

21–22 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Teaching and pupils' achievement are inadequate. Leaders have not effectively challenged or supported teachers to improve.
- Expectations for all pupils' achievement and for the quality of their work are too low.
- Wide and increasing gaps exist between the attainment of disadvantaged pupils and others.
- Disabled pupils and those with special educational needs do not make the progress they need.
- Teachers' assessments are inaccurate. Their planning does not consider the needs of different groups well enough. Boys and the most-able pupils are not challenged to ensure they reach their potential; lower-ability pupils are not supported effectively.
- Teaching does not challenge, interest or engage pupils well enough.
- The effectiveness of teachers' marking and feedback to pupils is too variable.
- Much of the academy's self-evaluation is overgenerous and there is no reference to the early years.
- Pupils do not study an adequate range of subjects in enough depth. Their cultural development is limited. Pupils are not taught well enough about life in the wider United Kingdom.
- Pupils have inadequate opportunities to apply their reading, writing and mathematics skills.
- The academy's capacity to improve is limited because leadership is not adequately shared.
- Until very recently, governors accepted information from the headteacher without checking its accuracy.
- The governing body does not fulfil all its statutory duties well enough.
- Provision in the early years is inadequate and has been neglected by leaders, including governors.
- The academy Trust has provided challenge and support but this has had limited impact on pupils' outcomes.

### The school has the following strengths

- The new headteacher is passionate and hard-working in her efforts to improve the academy. She has quickly gained the respect and trust of staff and parents.
- Prompt and effective action has been taken by the headteacher to start improving behaviour and attendance, although both still require further improvement. She has also increased site security as part of good work to keep pupils safe.
- Pupils' spiritual, moral and social development is fostered well in activities outside lessons.
- Governors are committed to the success of the academy and are beginning to develop their effectiveness appropriately.

## Information about this inspection

- The inspector observed teaching in every classroom, including with the headteacher and executive principal, and attended an assembly. The inspector listened to pupils read and looked at samples of their work.
- Meetings were held with the headteacher and executive principal, pupils, teachers, governors and a representative of the academy Trust. The inspector spoke with pupils and staff around the academy and with parents at the gate.
- The views of 12 parents who responded to the online questionnaire, Parent View, were taken into account, together with the results of an academy survey taken in the autumn term. The inspector also considered the views expressed in 14 questionnaires returned by academy staff.
- A range of documents was scrutinised. These included: the academy's self-evaluation and improvement plan; teachers' planning for what pupils will learn; information about pupils' achievement; the academy's records of checks made on teaching; information relating to the management of teachers' performance; behaviour and incident records; governing body documents; and information relating to the academy Trust and the Department for Education.

## Inspection team

Siân Thornton

Her Majesty's Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- Weston Primary Academy is a much smaller-than-average primary school. Teaching is organised in four mixed-age classes: Reception and Year 1; Years 2 and 3; Years 4 and 5; and Years 5 and 6.
- The academy is a member of the Academies Enterprise Trust (AET).
- The proportion of pupils who are disabled or have special educational needs is higher than average.
- The proportion of pupils from minority ethnic backgrounds or who speak as an additional language is very low.
- Early years children attend full time.
- A higher proportion of pupils than is usual leave or join the academy during the year.
- A much higher proportion of pupils than average is eligible for pupil premium funding (additional government funding for pupils known to be eligible for free school meals and those who are looked after).
- The academy does not meet the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The new headteacher was permanently appointed to her post in January, following one term as interim headteacher. Three of the four class teachers joined the academy this academic year, one in January.
- Since January, support from an executive principal, who is the headteacher of Beechwood Junior School in Southampton, has been made available to the academy, arranged by the Trust.

### What does the school need to do to improve further?

- Rapidly improve teaching, to accelerate progress in reading, writing and mathematics for all groups of pupils and improve the quality, presentation and amount of work pupils produce, by ensuring that:
  - teachers raise their expectations for what all pupils can achieve during lessons and over time
  - accurate assessment informs teachers' planning for pupils of different ages and abilities, including boys, the most able, disabled pupils and those with special educational needs, and lower-ability pupils
  - teaching, including marking and feedback, challenges and engages all pupils
  - improvement is made in teachers' subject knowledge to teach mathematical concepts, operations and language, and in the resources available for teaching and learning in mathematics
  - pupils can practise and extend their reading, writing and mathematical skills in other subjects, and that older, lower-ability readers access appropriate resources.
- Improve the effectiveness of the school's leadership and management by:
  - setting realistic, challenging targets for pupils' attainment and progress to support rapid improvement
  - ensuring checks on teaching and the academy's improvement plan pay close attention to pupils' progress
  - developing subject leadership to have a greater impact on improving teaching and learning
  - ensuring pupils study a suitable range of subjects in sufficient depth, developing their cultural understanding, and improving their knowledge of the wider United Kingdom.
- Urgently improve the effectiveness of the early years provision by ensuring:
  - a suitable environment, inside and outside, and staff skilled to plan suitable teaching and activities in all areas of learning, over time, and day-by-day
  - all adults are able to interact effectively with children, observe, assess and record children's progress, and adapt planned activities to meet individuals' needs.

An external review of governance should be undertaken in order to assess how this aspect of leadership

and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management

### are inadequate

- Since the last inspection, leaders have not taken effective action to improve the quality of teaching and arrest the decline in pupils' achievement.
- Leaders have not ensured that there are equal opportunities for all pupils to succeed, including disadvantaged pupils, boys, disabled pupils and those with special educational needs, the most-able pupils and children in the Reception class. As a result they are not effectively tackling discrimination.
- The academy's evaluation of its own performance is overgenerous and has neglected early years provision. As a result, the academy's planning for improvement lacks a sharp enough focus on raising pupils' achievement, the targets set for groups and individuals are too low, and the weaknesses in early years provision are not being attended to.
- The management of teachers' performance by leaders does not focus sufficiently on pupils' achievement. When teaching is checked, pupils' learning is not considered well enough, feedback to teachers lacks adequate challenge, and points identified for action are not always followed up in subsequent visits.
- Pupils do not study a suitable range of subjects in adequate depth or in a way which develops their knowledge and understanding year by year. Opportunities for pupils' cultural development during lessons are limited and the curriculum does not help pupils learn well enough about life in modern Britain.
- Assemblies, the school council and a stimulating programme of educational visits and visitors provide varied opportunities for pupils' spiritual, moral and social development. There are valuable links with the local church and visits from the police to discuss topics such as internet safety or racist behaviour.
- The headteacher has a clear vision for the academy, but her capacity to create all the change that is needed is limited because she is the sole leader on the staff.
- The academy does not make effective use of the extra funding provided for disadvantaged pupils.
- Good use is made of additional government funding for sport to increase participation, widen the range of activities available to pupils, and develop teachers' skills to teach physical education. Pupils spoke with enthusiasm about new after-school sports clubs and recent adventure activities.
- All statutory requirements for safeguarding are met. The headteacher is highly effective when dealing with children in need, their parents and agencies which offer support. The headteacher has made significant improvements to the security of the premises.
- With the recent appointment of the current headteacher and the new arrangement for support from another academy, the Trust is now exerting greater influence on leadership, achievement and teaching. Skilled coaching is now in place for the headteacher and teachers, and the academy plans to adopt proven systems, for example, for assessment, from the partner school. An executive principal has been appointed but it is too early for impact of this role to be evident.

### ■ The governance of the school:

- Governors are aware of the decline in pupils' achievement and are able to interpret the information they receive about this. Until very recently, governors did not question the headteacher enough about pupils' achievement and the quality of teaching. Governors are not sufficiently involved in the academy's self-evaluation, or in checking the impact of actions in the academy's improvement plan.
- Under the leadership of the new Chair, the governing body is beginning to take effective action to establish suitable working practices. Recently, governors have taken appropriate steps to develop good communication with parents through the website, newsletters and by attending school events.
- Governors fulfil their safeguarding responsibilities, including taking due care when recruiting staff.
- Governors ensure that the school budget is managed well, but have not ensured the effective use of the pupil premium, or checked how additional government funding for sport has been used.
- Governors do not have a clear overview of the academy's curriculum. They do not take sufficient action to ensure the promotion of the fundamental British values of equality, freedom, democracy and respect, or the prevention of any radical views.
- Staff changes have impeded governors' involvement in decisions about teachers' pay and governors are

unclear about their responsibilities under the academy's pay policy.

- The inspector strongly recommends that the academy should not seek to appoint newly qualified teachers.

## The behaviour and safety of pupils

**require improvement**

### Behaviour

- Behaviour requires improvement because, while disruption during lessons is now very rare, pupils do not engage well enough with their learning. They do not pay sufficient attention during lessons, produce too little work, and take too little pride in their handwriting and presentation.
- Pupils behave well around the academy. They enjoy one another's company and the responsibilities that teachers give them. Pupils wear their uniform with pride and respond well to the new 'good to be green' system for rewarding good behaviour. They engage enthusiastically in activities outside the classroom including educational visits and clubs. Parents are very positive about all these aspects.
- Pupils make sensible decisions in school council, which contribute to the smooth running of social times. For example, about separating the oldest and youngest pupils at lunchtime, and arrangements for playground buddies. Pupils regularly choose charities and raise money on their own initiative.
- After an extended period when attendance was a concern, this has recently improved and is now at a level close to the national average. Parents have responded well to information and encouragement from the headteacher about the importance of good attendance and punctuality. Unauthorised holidays in term time have reduced.

### Safety

- The academy's work to keep pupils safe and secure is good.
- The headteacher has taken effective, swift action to eradicate the disruptive behaviour which previously caused concern. Pupils report that there is no bullying in the academy and they are sure that if they had to share concerns with an adult, these would be resolved immediately.
- The headteacher leads by example in the standard of care and attention paid to every pupil and their family. Effective record keeping enables her to share accurate information with parents and monitor closely any accidents or incidents to prevent their recurrence.
- Pupils know and understand the risks associated with the internet and social media. Sensibly, swimming and water-based activities are regular features of pupils' experience, to help keep them safe as islanders.
- Parents feel strongly that pupils are safe and well cared for.

## The quality of teaching

**is inadequate**

- Inadequate teaching over time has provided a poor start for younger pupils, left too many older pupils with significant gaps in their learning, and prevented pupils from developing good habits for learning. As a result, pupils' achievement throughout the academy is inadequate.
- New staff understand the expectations for higher standards of teaching. However, limited professional development, a lack of classroom resources and the absence of clear policies for the curriculum and assessment are impeding rapid improvement.
- In their current attempts to raise standards, teachers frequently overlook important gaps in pupils' learning and fail to close these before moving on.
- In too many English and mathematics lessons, the same work is set for every pupil whatever their age or ability. Disabled pupils and those with special educational needs, and lower-ability pupils, are not supported well enough. Boys and the most able are not challenged adequately.
- Targets set for pupils' attainment in reading, writing and mathematics are too low to raise standards. Similarly, teachers' expectations in the classroom are too low, including for pupils' effort and engagement, and for the quality, presentation and amount of the work pupils produce.
- Although a clear policy is in place, teachers' marking and feedback to pupils varies in its quality, neatness and usefulness. Teachers do not always ensure that pupils act on this advice or provide opportunities for them to do so.
- The teaching of phonics (the sounds letters make) has improved in the last year. However, the teaching of reading is not organised well enough, especially for older lower-ability pupils, for whom the right resources

are not provided.

- In mathematics, pupils are often set work in their books or on paper without the teacher first showing and explaining well enough, the concept or operation involved. Pupils and teachers do not have access to the range and quality of resources needed for effective learning and teaching in mathematics.
- The limited curriculum means that pupils are not given enough opportunities to practise their reading, writing and mathematics skills in different subjects.

### **The achievement of pupils**

**is inadequate**

- Achievement in reading, writing and mathematics at the end of Key Stage 2 has declined steadily since the last inspection and is now below the government's floor standards. The academy's current predictions for 2015 are similarly low. All groups of pupils make too little progress from Year 2 to Year 6.
- The proportions of pupils who achieved the higher than expected level in the Year 6 assessments in 2014 were below the national proportion in writing and mathematics, and significantly below this standard in reading, spelling and grammar. Throughout the academy, the attainment of more-able pupils is lower than they are able to achieve.
- Standards in reading, writing and mathematics at the end of Key Stage 1 in 2014 broadly matched the national average. However, the academy has reliable evidence that these assessments were inaccurate, and that pupils' actual attainment was lower than recorded.
- In 2014, the proportion of pupils who attained the expected score in the national Year 1 phonics screening activity rose to match the national figure. This rate of improvement was faster than the national improvement. In Year 2, all the pupils who had to redo the activity after falling short of the expected standard in Year 1 were successful.
- Results fluctuate from year to year, often due to the small size of each year group. However, the academy has correctly identified that overall, achievement in writing and mathematics is consistently lower than in reading, and boys' achievement regularly trails that of girls in all subjects, in both Key Stages.
- Almost half of pupils in Year 6 in 2014 were supported by the pupil premium. These disadvantaged pupils left the academy four terms behind other pupils nationally in mathematics and almost six terms behind in reading and in writing. These gaps were wider than in 2013. The achievement of pupils supported by the pupil premium is lower than that of their peers throughout the academy.
- Disabled pupils, those with special educational needs, and lower-ability pupils do not have access in lessons to the teaching, resources and support they require. As a result, they do not make the good progress they need.

### **The early years provision**

**is inadequate**

- Since the last inspection, early years provision has been neglected by leaders. As a result, the accommodation and resources are inadequate, the quality of teaching has declined, and children's achievement has fallen to well below what is typical. The behaviour and safety of children require improvement. In 2013 and 2014, more than half the children moved on to Year 1 without the knowledge and skills needed for this next stage. Recently, the academy Trust recognised that the accommodation and outdoor learning area need urgent attention.
- Small numbers of children join the Reception class each year. While some arrive with skills that are typical for their age, a significant proportion each year have weaknesses in the skills they need for learning to read and write.
- Planning for learning is not sufficiently clear. Staff do not interact well enough with children during activities to move their learning on. A recent report from the Trust recognises the need for staff training and support, but this has not yet been provided.
- Parents are pleased with the way the academy cares for their children in Reception and that the teacher is readily available to meet them.

## 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

<b>Unique reference number</b>	138068
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	454624

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Britton
<b>Headteacher</b>	Rebecca Wood
<b>Date of previous school inspection</b>	2–3 July 2012
<b>Telephone number</b>	01983 752126
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