

Weeke Primary School

Stoney Lane, Weeke, Winchester, SO22 6DR

Inspection dates 30 June–1 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The key to the school's success is the very strong leadership of its headteacher. She is very effectively supported by other senior and middle leaders.
- Thorough and regular systems for checking the quality of teaching and pupils' progress help to quickly identify weaknesses and tackle them well.
- Reception children get off to a successful start. Their good progress ensures that they are well prepared for learning in Year 1.
- Pupils achieve well. In all subjects, a greater proportion of pupils than nationally attain the expected level in national assessments.
- Improvements in the teaching of reading, writing and mathematics means that teaching is at least consistently good with some that is outstanding. As a result, attainment in reading and mathematics is high and is above average in writing.
- Programmes of work are exceptionally well adapted to meet pupils' needs. The activities are very motivating and inspire pupils to work hard.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils are very committed to British values such as tolerance, respect and the rule of law.
- Pupils' outstanding behaviour supports their learning especially well. Relationships between pupils are excellent.
- Safeguarding arrangements are outstanding. Any bullying is extremely rare. The school is an exceptionally happy and safe place to be.
- Parents are highly appreciative of the school and support its work especially well. Partnerships with other schools and organisations are excellent.
- The governing body holds leaders to account exceptionally well for the quality of education. They are strongly ambitious for the school and very well informed about teaching quality and pupils' progress.

It is not yet an outstanding school because

- Progress in writing is not as rapid as in reading and mathematics, and pupils' attainment is not as high in this subject.
- The attainment gap between disadvantaged pupils and those with special needs and other pupils in school is not closing as quickly in writing as in mathematics and reading.
- Teaching is better in some year groups than in others. Teachers do not always explain the material to be covered clearly enough for some pupils. Pupils' errors identified through marking are not always followed up by staff or pupils to check they are not repeated.

Information about this inspection

- The inspectors observed pupils' learning in 21 lessons or parts of lessons, of which five were joint observations with senior leaders. In addition, the inspection team made a number of other short visits to group or individual activities. They heard some pupils reading and scrutinised a sample of pupils' written work.
- Meetings were held with pupils, members of the governing body, and staff including senior and middle leaders. A conversation was held with a representative of the local authority.
- The inspectors took account of the 85 responses to the online questionnaire (Parent View). They also spoke to a small number of parents bringing their children to school.
- Responses from 32 staff questionnaires were analysed.
- The inspectors observed the school's work and scrutinised a number of documents, including the school's records on current pupils' progress, behaviour and attendance. They looked at documents related to planning and monitoring, and safeguarding.

Inspection team

Diane Wilkinson, Lead inspector	Additional Inspector
Elizabeth Cooper	Additional Inspector
Stephanie Matthews	Additional Inspector

Full report

Information about this school

- Weeke is a larger than average-sized primary school with two classes in each year group. At the time of the inspection, all Reception children were attending full time.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils from minority ethnic backgrounds is below average. Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils eligible for the pupil premium funding is below average. This additional funding is to provide extra support for pupils known to be eligible for free school meals and for children who are looked after by the local authority.
- There have been a considerable number of staff changes since the previous inspection. The headteacher joined the school in September 2013. Due to the increasing number of pupils on roll, an assistant headteacher and inclusion manager have been appointed recently.
- The school works very closely with a wide range of other schools and educational institutions in the area to support its monitoring and improvement work.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, by the end of Year 6.

What does the school need to do to improve further?

- Raise the quality of teaching and pupils' achievement to outstanding through:
 - ensuring that new work is always explained clearly enough to help all pupils understand and that teachers check that pupils' errors or misconceptions identified in marking are rectified quickly
 - accelerating progress in writing so that it is as good as in reading and mathematics, and ensuring that more pupils exceed the levels expected for their age in writing.
 - helping disabled pupils and those who have special educational needs, and disadvantaged pupils, to close the attainment gap with their peers in writing as well as they do in other subjects.

Inspection judgements

The leadership and management are good

- The highly skilled headteacher has very successfully led the school through a period of considerable change. She not only sets high expectations for staff, but also very effectively ensures that they gain the skills to help achieve them.
- The whole-school community, including governors, is now focused on striving to provide the very best education for pupils. Signs of success are already there, most notably in reading and mathematics. For example, younger pupils' phonic skills (the sounds linked to letters) are much improved.
- Senior leaders support the school's work very well, ensuring that important tasks are shared between them. New members of the leadership team are already beginning to support development successfully. Subject leaders work effectively to help improve the teaching quality and pupils' progress.
- Leaders are working successfully to increase progress in writing to the same rapid levels seen in reading and mathematics. They are well aware that still more needs to be done to improve some aspects and well-considered plans are already in place to address them. The school is exceptionally well placed to improve further.
- A very strong culture of continually checking the effect that teaching has on pupils' progress ensures leaders and governors hold staff to account well. Formal procedures are rigorous and regular, ensuring weaker aspects are quickly identified and addressed. Other opportunities, for example, informal discussions, ensure that staff are continually seeking to adopt the best approach to improving pupils' progress.
- The coaching and support for teaching quality successfully ensures that it is at least good. Improvement targets are premised on helping all teachers to become outstanding. Those year groups where teaching is not outstanding are being targeted and supported well to improve teaching and learning.
- The school is very strongly committed to providing equality of opportunity, fostering good relationships and discouraging discrimination. As a result, its promotion of the pupils' spiritual, moral, social and cultural development and its commitment to British Values is outstanding. Pupils are highly reflective about important issues affecting modern life. They are exceptionally well prepared for life in an increasingly diverse society.
- The programmes of work are especially well adapted to promote the important reading, writing and mathematics skills set out in the new National Curriculum. Very-well-thought-out activities inspire great enjoyment of learning and a commitment to work hard.
- Safeguarding arrangements fully meet requirements. Leaders keep a continuous check on all aspects designed to keep pupils safe and free from harm. Their response to any concern is excellent.
- From the time children enter Reception, staff work hard to foster very good relationships with their parents. Parents are highly satisfied with the school's work, supporting it in many ways; for example in ensuring that pupils complete their homework.
- Leaders make excellent use of partnerships with a wide range of other schools and educational institutions to help check and improve all aspects of the school's work. The local authority provides good advice and training when requested, although it rightly deems this school to require little support.
- Additional funding for disadvantaged pupils is used very effectively to improve pupils' academic and personal development. Strong teaching, social and emotional support, and a range of well-chosen resources successfully supports these pupils' increasingly good progress, especially in reading and mathematics.
- The primary sports funding is successfully allocated to coaching that effectively improves teaching quality as well as pupils' achievement and their participation in a wide range of sports. Greater opportunities for learning skills, for example, in swimming, rugby, dance and tennis, result in greater participation and higher achievement.
- **The governance of the school:**
 - Governors fulfil their statutory duties well and are especially good at holding leaders to account for their work. Recorded questions asked of leaders at governing body meetings are very astute.
 - The governing body's involvement in checking the impact of strategic planning is very good. Governors are also very well informed about teaching quality and pupils' progress.
 - Governors' well-developed skills in analysing data on pupils' attainment and progress help them to accurately compare Weeke's performance with that of other schools locally and nationally.
 - The governing body ensures that salary increases are only approved for teachers and leaders who promote good progress. Governors are very aware of what has been done to tackle under-performance.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils' excellent attitudes to school and behaviour in lessons supports their progress especially well. Pupils take great pride in their school and are determined to make the very best of their time there.
- In assemblies, at playtimes and around the school, pupils' behaviour is excellent. Reception children are strongly encouraged to cooperate with others and they learn to do so very well. Pupils are very respectful and thoughtful of others.
- The few pupils who might find it difficult to behave well all of the time are supported exceptionally well. There have been no exclusions for a number of years.
- Fostered through excellent learning activities, pupils acquire an outstanding ability to reflect on important issues that affect their own lives and the lives of others. They are very interested, for example, in how you can build a relationship with someone whose views differ from your own. Activities develop a very strong commitment to tolerance and fairness.
- Links with schools in the Sudan and Uganda give pupils an excellent awareness of cultural and religious similarities and differences. Pupils want to help those less fortunate than themselves. They are involved in supporting a charity to improve girls' education in the Sudan.
- Pupils very willingly take on responsibility in many ways, recognising it is important to be able to make a contribution to the community. Pupils ably fulfil their roles within the school, for example, as sports leaders and anti-bullying champions.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils are kept safe and free from harm at all times. For example, the attention given to pupils' well-being during the very hot weather experienced during the inspection was exemplary. Amongst other strategies, gazebos were erected and extra water stations provided on the school field at lunchtime.
- Pupils quickly adopt the caring skills shown by all adults, looking out for each other both in lessons and around the school. Older pupils take the initiative in enhancing the safety of other pupils, for example, as junior road safety officers.
- Pupils acquire a strong sense of their own rights and responsibilities towards others. They are very committed to democracy and the rule of law. Pupils are well aware that they might meet hazards associated with extremist views, including on the internet, but report that they know how to deal with these.

The quality of teaching is good

- Throughout the school, teaching is consistently at least good. Over the past year, the proportion of outstanding learning has increased, but is not yet evident in all classes.
- The programmes of study, developed to meet the new National Curriculum requirements, have a very positive effect on pupils' learning. Lesson activities are highly relevant to pupils. Teachers plan topics that engage pupils' interest and encourage them to learn effectively.
- Teachers take care to plan activities that address the needs of the range of ability in each class. Most adults are skilled at questioning pupils and leading discussions to help them acquire new skills. However, occasionally, not enough explanation is given to help some middle- or lower-attaining pupils understand.
- Group or individual activities planned for disabled pupils and those with special educational needs, and disadvantaged pupils, support their learning well. However, sometimes they do not get enough supported opportunities to practise their writing.
- Skilled learning assistants are very well briefed. They contribute effectively to pupils' learning. For example, during the inspection, assistants were observed in lessons monitoring the work of most pupils while the class teacher worked with a small group of pupils who were falling behind.
- Over the past two years, the teaching of early reading skills, including phonics, has improved exceptionally well. Skills set out in the new mathematics programme are very well taught. In the past, the teaching of writing was not as good. It is much improved this year and is now accelerating pupils' progress.
- In reading and mathematics, the activities set for the most-able pupils challenge them very well. Higher

expectations are now set for the most-able pupils in writing, but opportunities are missed to challenge middle-attaining pupils to do even better and to reach the higher National Curriculum levels of which they are capable. Pupils' work is well marked, clearly identifying what they have achieved and what they need to do to improve. Not all teachers, however, check that pupils have responded to the advice given and that they do not repeat their errors.

The achievement of pupils

is good

- Over the past three years, the school successfully maintained pupils' rapid progress and high standards in reading and mathematics. Having identified a decline in pupils' attainment in writing, leaders took steps to tackle this and are doing so successfully. Across the school, good progress in writing has led to attainment rising. It is securely above average, with most pupils now reaching the levels expected by the end of Year 6. This is a greater proportion than in most schools.
- The proportion of pupils reaching the highest National Curriculum levels in writing at the end of Year 6 is broadly average. The school is well aware that this needs to improve to match the much greater proportion reaching the higher National Curriculum levels in reading and mathematics. By Year 6, attainment in reading and mathematics is high because virtually all pupils reach the levels expected and the large majority exceed them.
- In Reception, a strong emphasis is placed on children quickly acquiring important literacy and numeracy skills. In these aspects and other areas of learning, their progress is good. Most children reach a good level of development by the time they move into Year 1.
- In all year groups, progress in reading is very good. Pupils' phonics work has improved considerably over the last two years. Results in the Year 1 phonics screening check are above the expected standard. Year 2 attainment in reading is above average and compares very well with that of other schools. Year 6 pupils are very enthusiastic readers, using their skills to very good effect in other subjects.
- Pupils have eagerly taken on board the expectations of the new mathematics programmes of study. By Year 6, pupils' ability to use these skills effectively in different situations or when solving mathematical problems is especially good.
- Year 6 pupils are well prepared to benefit from their education in secondary school. Disabled pupils and those with special educational needs achieve well, especially so in reading and mathematics, where virtually all reach the expected levels by Year 6.
- Good use of additional funding ensures that disadvantaged pupils achieve well. Last year's national assessments indicated that disadvantaged pupils in Year 6 were about two terms ahead of other pupils nationally in reading, but over a year behind them in writing and two terms behind in mathematics. Compared with their classmates, they were half a term ahead in reading, two terms behind in writing and a term behind in mathematics. This year, numbers are too small to make a valid comparison, but these pupils' rate of progress is accelerating well. Their attainment is rising, although more slowly in writing than in reading and mathematics.
- The very small minority of pupils who speak English as an additional language achieve well. Once they grow in fluency, they achieve well, particularly in mathematics.
- The most-able pupils achieve well and consistently exceed the levels expected for their age in reading, writing and mathematics. In reading and mathematics, some middle-attaining pupils also exceed the expected levels, but not in writing.

The early years provision

is good

- Children start in Reception with skills that are broadly typical for the age group, although there is a wide variation within the intake.
- Children make good progress in all areas of learning because of the good teaching and range of daily activities that effectively meet their needs. They are well prepared for the next stage of their education in Year 1.
- The warm, caring and welcoming environment supports children's personal development especially well. Children quickly learn to behave well, listen carefully, concentrate on their tasks and work effectively with others.
- Children's safety and well-being are given high priority. As a result, children consistently act safely, for

example, when using tools. Their parents are rightly confident that children are very well looked after.

- Children receive a good grounding in important reading, writing and mathematics skills. Phonic knowledge is especially well taught. Children become competent at sounding out new words in the wealth of writing activities provided.
- Teachers plan a range of practical activities to help children recognise shapes and patterns and compare different quantities. Both indoor and out there are many opportunities for children to count and work with measures. The majority of children count up to 50 and do simple addition or subtraction calculations.
- Children are very interested in the world around them, for example, during the inspection they were excited by discovering how you could alter the rate of water flow.
- The early years leader manages this phase of the school's work effectively. Her accurate evaluation of how well activities support learning has led to marked improvements that benefit children's progress.
- Induction procedures for children are very effective and help staff to form an excellent partnership with parents. The evidence staff collate on children's progress to share with parents is especially good.

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	116242
Local authority	Hampshire
Inspection number	448794

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	The governing body
Chair	Sheila Alderson
Headteacher	Michelle Loughrey
Date of previous school inspection	26–27 January 2010
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