

# Weyfield Academy

School Close, Off Woking Road, Guildford GU1 1QJ

## Inspection dates

9–10 July 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching varies significantly between subjects and year groups. Teaching is more effective in key stage 1 than in key stage 2.
- Pupils' progress rates vary. They are stronger in key stage 1. Across the school, pupils make stronger progress in mathematics than in English.
- Disadvantaged pupils do not make enough progress to enable them to catch up with other pupils nationally.
- Where teaching is weaker, there is often a lack of clarity about what pupils are learning through the tasks. Teachers' expectations are often not high enough and some pupils are not challenged sufficiently.
- A legacy of weak teaching of early reading means that pupils have not acquired skills, including the use of phonics, as quickly as they should. In key stage 2, pupils' skills in comprehension and inference are not sufficiently well developed. Progress and attainment in reading are not strong enough.

### The school has the following strengths

- The new headteacher has taken swift action to address the legacy of underperformance in some aspects of the school's provision.
- Leaders have created a cohesive culture of improvement. They have rightly focused on improving the overall quality of teaching and pupils' progress.
- Leaders have successfully introduced a new, more consistent approach to managing behaviour. Pupils' behaviour and attitudes to learning have improved in recent months.
- Governors and the multi-academy trust provide an effective balance of support and challenge, based on detailed knowledge of the school.
- Pupils are happy and safe at school. They greatly value the wide range of experiences the school provides. The curriculum is enriched through a variety of cultural and sporting opportunities. These have a positive impact on pupils' personal development and welfare. They learn to respect each other and work cooperatively.
- The early years provision is good. It is well led and managed and the quality of teaching is strong. Children achieve well in Reception, which offers a rich and engaging learning environment.

## Full report

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

- Improve the quality of teaching, particularly in key stage 2, by ensuring that:
  - teachers' expectations are suitably high and teaching appropriately challenges all pupils
  - clear learning intentions inform teachers' planning of tasks for all pupils, and that tasks are well designed to meet these intentions
  - pupils are given opportunities to improve their work in response to the feedback they receive, in accordance with the school's assessment policy
  - teachers' questioning more effectively challenges and extends learning by requiring pupils to explain and justify their thinking.
- Improve pupils' progress and attainment, by ensuring that:
  - early reading is effectively developed through the systematic teaching of phonics, so that the proportions of pupils achieving the expected standard in phonics in Year 1 and expected standard in key stage 1 reading are closer to the national averages
  - comprehension and inference skills are effectively developed so the proportion of key stage 2 pupils achieving the expected standard in reading is closer to the national average
  - writing skills are taught well, particularly in key stage 2, so pupils' skills improve over time, minimising errors in punctuation and grammar
  - the progress of disadvantaged pupils is strengthened, enabling them to catch up with other pupils nationally.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The new headteacher has taken prompt action to address the legacy of underperformance in some aspects of school's provision. She has accurately evaluated the strengths and weaknesses in teaching, and made changes to the structure of leadership and staffing to provide support where teaching is weaker. Her focus has rightly been on ensuring high-quality teaching for all pupils. The changes she has made are improving the quality of education.
- Leaders have strengthened the school's behaviour policy and procedures to address historical poor behaviour. As a result, since January, behaviour has improved markedly and pupils have improved attitudes towards learning. A harmonious atmosphere has been created in the school. Staff say that most pupils are well behaved, both in class and in other areas of the school. They say that this is as a result of the consistent application of the new behaviour policy by all adults.
- Middle leaders have taken effective action to improve the progress of pupils in English and mathematics. They have also evaluated the quality of teaching in all other subjects. Plans are in place to introduce a more engaging approach to delivering the whole curriculum from September. These plans have been developed as a result of leaders' identifying what pupils are motivated by and interested in. Middle leaders have successfully led training for teachers. They carefully evaluate the impact of new initiatives, providing additional support where necessary. Their actions are improving pupils' progress, particularly in mathematics and reading, where it has been weak.
- Leaders have created a cohesive culture of improvement within the staff team. Staff are overwhelmingly positive about the leadership of the school, particularly that of the new headteacher. Staff are consulted about new initiatives and feel their opinions are valued. They are committed to improving the school and say that leaders provide a strong sense of direction. They are well motivated as a result. Staff also feel that leaders effectively support them to meet the needs of particularly vulnerable pupils.
- The multi-academy trust (MAT) provides effective support. The MAT holds an accurate view of the school's strengths and its areas for improvement. It provides effectively targeted training and support for staff, governors and leaders. It has played an instrumental part in securing effective leadership for the school and improving the quality of education.
- Most parents and carers speak highly of the school. They feel that, despite several changes to leadership in recent years, the standard of education continues to be good. One parent said: 'Excellent school. My child is so happy at Weyfield. It's an engaging, inclusive school. There is a real community spirit. Teachers always have time to speak and communicate with you. The school has a great leadership team, every child is embraced and treated respectfully.' Some parents have expressed concerns about their children being in mixed-age classes and feel that information about this could be better communicated. A small number of parents have expressed concerns about behaviour and bullying, but recognise that leaders have taken steps to address these issues.
- The leadership of the provision for disadvantaged pupils and those with special educational needs and/or disabilities (SEND) is strong. Leaders have an accurate and

detailed understanding of the areas of strength and where further improvement is required. They carefully monitor the progress of these groups of pupils.

- Leaders are keen to ensure that the school's curriculum is engaging and motivates pupils. Plans are in place to introduce a new curriculum approach from September to raise expectations and ensure appropriate challenge. Currently, pupils' writing is not as well developed in subjects such as history, geography and science as it is in English. However, the curriculum provides many enrichment opportunities. For example, the school's work with a charity has provided inspiring visits to Box Hill and the Watts Gallery. These visits have stimulated pupils' writing, enhanced their use of vocabulary and resulted in pupils producing some high-quality pieces of art.
- Leaders have placed an emphasis on strengthening pupils' spiritual, moral, social and cultural development. Pupils' interesting work, significant school visits and events are routinely celebrated. This provides pupils with opportunities to reflect on their experiences and achievements. For example, following a study of the First World War, a Year 6 pupil was asked about the most important thing she had learned. She provided a very reflective and mature response, '(It was) just the sheer numbers of people who died.'
- Leaders make effective use of the primary physical education (PE) and sport premium to increase pupils' participation in sport and physical activity. The funding has been used to provide additional coaching, for example in football, cricket and athletics. Coaches also work alongside teachers to enhance their skills in providing high-quality PE teaching.

## **Governance of the school**

- Working in close collaboration with the MAT, the local governing body provides an appropriate balance of support and challenge. They have a sound knowledge of the school, as a result of their regular visits. They use these visits astutely to probe the impact of new initiatives and to test out the information they receive in the headteacher's reports. Consequently, they are able to ask sharply focused questions and challenge leaders in relation to well-defined priorities for improvement.
- Governors have a clear understanding of how pupil premium funding is spent and they hold the school to account for its impact. They monitor the progress of disadvantaged pupils carefully to ensure that they achieve as well as other pupils. However, they are aware that the attainment of this group of pupils is still low compared to the national figures for other pupils.
- Governors are knowledgeable and have a clear understanding of their role. They are keen to undertake further training to ensure that they are equipped to fully discharge their responsibilities. The chair of governors has maintained the right balance of skills within the local governing body, so that it can be as effective as possible.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- A robust approach is taken to ensure safe recruitment. The record of recruitment and background checks carried out before new staff join the school is thorough and

complies with statutory requirements.

- There is a well-established culture of safeguarding throughout the school. Safeguarding procedures are followed by all members of staff, who know what to do if they are concerned that a pupil might be at risk of harm. All staff, including the designated safeguarding leads, are well trained in all aspects of safeguarding. Training is regularly updated.
- Pupils are carefully supervised throughout the school day and they trust the staff. This ensures a safe and sociable atmosphere, particularly at breaktimes and lunchtimes. First aid is administered promptly when necessary and this is carefully recorded.
- Governors routinely undertake regular safeguarding visits to ensure that procedures are followed and rigorously maintained.
- The school works with the National Society for the Prevention of Cruelty to Children to support pupils' understanding of their personal privacy. Internet safety is given a strong focus and pupils know how to stay safe online. Pupils know how to report a concern about something they have experienced on the internet.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- The quality of teaching varies. It is stronger in key stage 1 than in key stage 2. In key stage 1, pupils are highly engaged, tasks are well planned and they are matched carefully to pupils' prior learning. Teachers make effective use of assessment to provide the right level of challenge to move pupils on in their learning.
- Where teaching is stronger, teachers explain new concepts well, using visual and tactile resources effectively. They model tasks effectively and pupils understand how to apply their skills and knowledge. For example, during the inspection, a teacher used coins to help pupils add the price of two pieces of fruit. Teachers modelled the use of adjectives and similes when describing animals or characters and pupils applied these appropriately in their own writing. Effective teaching helps pupils to make good progress and independently apply their skills.
- Where teaching is stronger, teachers make effective use of questioning to probe and deepen pupils' understanding. They monitor pupils' progress in lessons carefully, identifying misconceptions and providing feedback to enable pupils to improve their work. Where teaching is weaker, pupils are not given enough opportunities to improve their work over time, for example in the development of their writing. Weaker teaching does not effectively use questioning to extend pupils' learning or their ability to explain their thinking.
- Where teaching is stronger, teaching assistants are used well to support pupils' learning. For example, in key stage 1, teaching assistants have secure phonics knowledge which they use to support low-attaining pupils' development of writing. Where teaching is less effective, teaching assistants are mostly used to monitor pupils' behaviour and refocus them, rather than to support their learning.
- Where teaching is significantly weaker, there is often a lack of clarity about the learning to be achieved. The purpose of tasks is unclear and, as a result, pupils do not make enough progress. Teachers' expectations are not made clear so pupils do not know the standards they should achieve. Often, expectations are too low and some

older pupils are not achieving the outcomes appropriate to their age. For example, vocabulary is not sufficiently developed in the writing of older pupils. The most able pupils are not challenged enough and often complete tasks that do not stretch them.

- Where teaching is weaker, tasks are poorly designed and do not inspire pupils to engage. As a result, their learning is disjointed. Consequently, while pupils are diligent, they are not enthusiastically engaged in the tasks they have to complete and some pupils become bored. Where learning activities are not sufficiently engaging or well matched to the needs and interests of pupils, this sometimes results in off-task behaviour.
- In key stage 2, comprehension and the interpretation of texts are skills that are not consistently well taught. Pupils are not developing their ability to provide well-reasoned, detailed answers about the texts they read. Opportunities for the discussion of texts are limited so pupils do not explore the writer's thinking in choosing specific vocabulary, or the intentions behind describing a particular scene. For example, when pupils were asked to describe the possible emotions experienced from being in a storm, discussion was limited to being 'frightened'. Other possible responses were not considered.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are happy and feel safe at school. Some say that bullying does occur sometimes and that it is dealt with inconsistently. Evidence gathered during the inspection suggests that this refers to historical incidents. Bullying is now being more effectively prevented by leaders. Incidents of bullying have reduced markedly in recent months. When it has occurred, leaders have dealt with it effectively to prevent its recurrence.
- A wide range of activities are offered at breaktimes. These promote pupils' physical activity and social interaction. The use of sports coaches has encouraged active lifestyles and exposed pupils to a wide variety of games such as 'grab the flag', cricket, netball and skipping. These activities also support pupils' social skills, and they play cooperatively together.
- Pupils value the experiences they have at school, such as the enrichment projects, the opportunities to participate in cub scouts and district sports. Year 5 pupils spoke enthusiastically about their involvement with a Shakespeare theatre group and knew 'A Midsummer Night's Dream' very well. One pupil said, 'This is a school where you get to do lots of exciting things.'
- Pupils understand and articulate the school's values well. They learn to respect one another and work collaboratively. There are very few racist incidents. Pupils develop maturity and confidence and are appropriately encouraged to take responsibility for their actions, sorting out behaviour or friendship issues for themselves.

### Behaviour

- The behaviour of pupils is good. It has improved significantly since the new behaviour

policy was introduced earlier this year. This has given staff greater confidence. There is much more consistency in the school's approach to securing good behaviour. Pupils now have a clear understanding of the school's expectations for their behaviour. The use of fixed-term exclusions and internal isolation, as a response to incidents of poor behaviour, has markedly reduced in recent months.

- Pupils' behaviour in lessons and at breaktimes and lunchtimes is generally good. Most pupils are motivated and have positive attitudes to learning. Handwriting and the presentation of their work have improved significantly in recent months. Pupils take pride in their work. There are times when they allow themselves to become distracted and go off task. This is more apparent when teaching is not sufficiently engaging or well matched to pupils' needs and abilities. Pupils themselves say that behaviour is generally good, and when occasionally it is not, adults deal with issues fairly and effectively.
- Overall attendance is still slightly below the national average. During the current academic year, attendance has been affected by outbreaks of illnesses such as chicken pox. School leaders work closely with education welfare officers to promote high rates of attendance. The school's family support and link workers have also worked effectively with families and vulnerable pupils to ensure regular attendance.

### Outcomes for pupils

### Requires improvement

- Pupils' progress varies because the quality of teaching is inconsistent. Key stage 1 pupils make stronger progress. Across the school, pupils' progress is stronger in mathematics than in reading and writing.
- Attainment at the end of key stage 1 in reading, writing and mathematics has been consistently below the national averages for the last three years. However, the proportions of pupils achieving at greater depth have increased in writing and mathematics.
- The proportion of pupils achieving the expected standard in the Year 1 phonics screening check is below the national average. The progress of Year 1 pupils in phonics has improved since January. However, it is not yet strong enough to ensure that a larger proportion of pupils reaches the expected standard.
- Current key stage 1 pupils are making strong progress but the range of attainment is wide. The proportions of pupils achieving the expected standards in reading, writing and mathematics remain below the national averages. In mathematics, key stage 1 pupils are making good progress, but it is stronger for middle-prior and high-prior attaining pupils than it is for disadvantaged pupils and those with SEND.
- In 2018, the end of key stage 2 progress measures for writing and mathematics were closer to the national averages than in previous years, but remained significantly below for reading. The proportions of pupils achieving the expected standards in reading, writing and mathematics were significantly below the national figures.
- The progress of current key stage 2 pupils is variable. Where teaching is more effective, pupils make stronger progress, but where less effective, progress is weaker. Pupils' progress in mathematics is stronger than it is for reading and writing. This improvement in mathematics follows the introduction of new approaches to teaching.



- Key stage 2 pupils are generally fluent, confident readers, who have positive attitudes to reading. However, their comprehension and inference skills, interpreting what they read, are not yet sufficiently developed. These skills are particularly weak for disadvantaged pupils and those with SEND, with some also finding it difficult to recall details from what they have read.
- Progress in writing is variable, particularly in key stage 2. The proportion of pupils on track to achieve the expected standard in writing remains significantly below the national average. Pupils do not routinely use a variety of vocabulary or sentence structure to add depth and interest to their writing. Weaker teaching and poor use of assessment and feedback mean that pupils are not set challenging goals based on their starting points. Errors in their punctuation and grammar are often not addressed and so persist.
- The progress of disadvantaged pupils is not strong enough to enable them to catch up with other pupils nationally.

### Early years provision

**Good**

- Reception provides a rich, well-organised and engaging learning environment, both inside and outside. It enables pupils to play independently, become engrossed in activities and develop their confidence and social skills.
- The early years leader has a well-developed understanding of effective provision and practice. She provides strong leadership.
- Strong relationships with adults enable children to make good personal, social and emotional development. Adults are keen to promote success in learning and children are pleased when they achieve well.
- There is a good balance between adult-directed and child-initiated learning. Children are enthused equally by both. Adults are skilled in making the adult-directed activities playful and engaging. Their use of questioning and their support for play activities extend children's thinking, use of equipment and skills. For example, while children were playing with guttering and measuring paper strips to make masks, adults asked focused questions about measurement and comparison. This guidance and focus support children's use of vocabulary, their ability to experiment and the development of their mathematical understanding.
- There are many opportunities to write in Reception and children's progress in early writing is good. Phonics, including segmenting and blending skills, is well developed, so that by the end of Reception, children can write simple descriptive sentences such as, 'My ice cream was yumee and sweet.'
- Children make good progress from starting points that are often below typical when they join the school. The proportion of children achieving a good level of development by the end of the Reception Year is above the national average. The proportion of disadvantaged pupils achieving a good level of development is also above the national average. The proportions of children exceeding the expected standards in reading, writing and mathematics have risen in 2019 but are still below the national figures.
- The early years staff make strong links with parents and encourage them to contribute to their children's learning records. Teachers also provide helpful videos about various



aspects of learning so parents can support their children's development at home. These strong home-school links encourage and motivate the children both at school and at home.

## School details

Unique reference number	139070
Local authority	Surrey
Inspection number	10058197

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	Board of trustees
Chair	Fotini Stamou
Headteacher	Janette McClintock
Telephone number	01483 598 956
Website	<a href="http://www.veyfield-tkat.org/">www.veyfield-tkat.org/</a>
Email address	<a href="mailto:head@veyfield-tkat.org">head@veyfield-tkat.org</a>
Date of previous inspection	17–18 November 2015

## Information about this school

- Weyfield Academy is part of The Kemnal Academies Trust (TKAT), a multi-academy trust (MAT) that oversees and supports the work of the school.
- The MAT provides regular training for leaders, staff and governors. It also supports leaders and governors in evaluating and adjusting the provision to make it as effective as possible.
- The local governing body is accountable to the MAT's board of trustees and works in partnership with the regional executive director.
- Historically, the school has experienced high mobility of pupils. This is now beginning to stabilise.
- The number of pupils on roll has reduced since the last inspection. The school has reduced its pupil admission number to 30.
- The proportion of pupils eligible for free school meals is higher than the national average.

- The proportion of pupils who speak English as an additional language is higher than the national average.

## Information about this inspection

- The single central record of recruitment checks and the school’s safeguarding policies and procedures were scrutinised. Inspectors met with the designated safeguarding lead and reviewed records and case files.
- Inspectors observed teaching and learning, often jointly with school leaders, in all classes.
- Inspectors spoke to pupils about their learning and looked at their work across all subjects.
- Inspectors listened to pupils read and discussed their enjoyment of reading.
- Inspectors met with a group of pupils, and also gathered pupils’ views through many informal conversations.
- Inspectors held discussions with parents at the beginning of the first day of the inspection. They considered 33 responses to Ofsted’s online questionnaire, Parent View, including 20 free-text comments.
- Inspectors considered 25 responses to Ofsted’s staff survey and held discussions with staff about their work.
- Inspectors held meetings with senior and middle leaders, the regional executive director from the MAT, members of the governing body, including the chair, the pupil premium champion and the special educational needs coordinator (SENCo).
- Documents relating to the work of the governing body were reviewed, including minutes of their meetings.
- Inspectors reviewed a range of other documentation, including: leaders’ evaluations of the school’s effectiveness; records of visits by leaders in the MAT with responsibility for the school’s work; development plans; the school’s own information about pupils’ progress and attainment; information about exclusions; and behaviour and attendance logs.

## Inspection team

Peter Wibroe, lead inspector	Ofsted Inspector
Krista Dawkins	Ofsted Inspector
Simon Francis	Ofsted Inspector

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