

Inspection of Weydon School

Weydon Lane, Farnham, Surrey GU9 8UG

Inspection dates: 25 and 26 April 2023

Overall effectiveness	Good
The quality of education	Outstanding
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Weydon School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Pupils are happy and successful at this school. They have high expectations of themselves and are ambitious for their futures. The motto 'Believe, Belong and Care' conveys the ethos for excellence which is also supportive and nurturing.

Relationships between pupils and teachers are strong. They form the basis of an effective partnership where pupils achieve highly and develop to be responsible, confident individuals.

Pupils are kind and respectful. One pupil, echoing the views of many, said: 'It is not about learning tolerance, it is about having acceptance for people who have a uniqueness about them.' Incidents of unkindness and bullying are rare. Pupils feel safe. They appreciate the high-quality teaching and the support that staff provide for their well-being.

Pupils extend their learning through diverse opportunities to develop interests, knowledge and skills. They benefit from many different activities at lunchtime and after school. There are over 70 different clubs to join, including 30 sporting leagues and activities such as debating.

Parents and carers are overwhelmingly complimentary about the school. A typical response from one parent said: 'I am delighted with how well my child is getting on. She is thriving academically and personally and has been given a huge range of opportunities. I couldn't recommend it more highly.'

What does the school do well and what does it need to do better?

Leaders have high ambition for all pupils in the school, including pupils with special educational needs and/or disabilities (SEND). The curriculum is designed with opportunities for pupils to extend their learning by studying AS examinations and reading more challenging texts. The choice of subjects at GCSE is wide. In 2022, fewer pupils took the range of subjects that make up the English Baccalaureate than is average nationally. Leaders have addressed this, and more current pupils are on track to attain this measure.

Teachers are innovative and engaging in their teaching. They plan learning effectively so that activities build upon pupils' prior knowledge and skills carefully. Leaders support staff to develop excellent subject knowledge. Teachers quickly identify how best to adapt learning so that all pupils, including those with SEND, learn exceptionally well.

Subject leaders and teachers use a variety of strategies to identify and address any gaps in knowledge or misconceptions that pupils may have. They know pupils really well and adapt learning carefully so that all pupils, including those with SEND, succeed. Pupils meticulously use the feedback they are given to correct any misunderstandings for their future learning. Leaders have ensured that any pupils

who need support with their reading become confident and fluent readers. Teachers ensure that pupils use precise terminology and vocabulary throughout all subjects.

Pupils behave exceedingly well in lessons and around the school. Pupils are proud of the school and happily explain and demonstrate their shared values. Across the school, there is a highly productive and happy learning environment.

Attendance for some pupils with SEND and some who are disadvantaged is not regular enough. Persistent absence for these pupils is limiting their learning and progress through the curriculum. Leaders have recently put in place systems to address this, but the impact is not yet evident.

Leaders have established an exceptional programme to further pupils' personal development. Pupils recognise how well this range of experiences prepares them for their life beyond school. The careers education programme ensures that all have access to a range of education providers, work experience and apprenticeships. These opportunities enable pupils to make appropriate and highly ambitious choices for the careers to which they aspire. There are diverse, thoughtful opportunities for pupils to develop their character, learn about British values and understand the issues related to their emotional health and well-being.

Governors and trustees offer challenge and appropriate support to leaders. Leaders at all levels self-evaluate, review and plan well. There is a determined focus on continual improvement that helps all to keep developing what they do. However, actions to address pupils' persistent absence were not introduced promptly enough. Staff fully appreciate the care and consideration that leaders give to their professional development, workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created highly robust systems that ensure a strong safeguarding culture within the school and community. Leaders make certain that all staff have routine and regular safeguarding training. Staff are highly vigilant and report concerns immediately.

Leaders use the personal development and tutor programme to make pupils aware of current safeguarding risks. They ensure that pupils can identify and manage risk. Pupils are very confident that they have staff to go to if they have any concerns. They know they will be listened to and receive support quickly. Leaders use external agencies for additional support when required.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Too many pupils, particularly pupils who are disadvantaged and pupils with SEND,

are persistently absent from school. This hinders their learning and progress. Leaders must ensure that their work to identify and address the barriers to good attendance for these pupils is applied robustly and consistently.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	136531
Local authority	Surrey
Inspection number	10256326
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,646
Appropriate authority	Board of trustees
Chair of trust	Ralph Johnson
Headteacher	Jackie Sharman
Website	www.weydonschool.surrey.sch.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Weydon School converted to become an academy school in February 2012. When its predecessor school, Weydon School, was last inspected by Ofsted, it was judged to be outstanding overall.
- There have been changes in leadership and staffing since the last inspection. The school is now part of Weydon Multi-Academy Trust.
- The school uses one registered and two unregistered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19

pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other school leaders. Inspectors held a discussion with members of the governing body and spoke with two trustees.
- Inspectors carried out deep dives in these subjects: mathematics, English, science, modern foreign languages, geography and drama. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to groups of pupils about their experiences, including extra-curricular activities, personal development and their welfare and safety. They also reviewed pupils' responses to Ofsted's online survey.
- Inspectors held meetings with school leaders about behaviour, exclusion and attendance, the curriculum, careers, personal, social, health and economic education and provision for pupils with SEND.
- Inspectors spoke to leaders, staff and governors about the arrangements for safeguarding. They reviewed the single central record and associated documentation.
- Inspectors observed assembly and tutor time, extra-curricular provision and behaviour in lessons and around the school.
- Inspectors considered responses by parents and carers to Ofsted Parent View. The views of staff were captured through discussions and the responses to the online staff survey.

Inspection team

Julie Summerfield, lead inspector	Ofsted Inspector
James Rouse	Ofsted Inspector
Mike Serridge	Ofsted Inspector
Wendy Martin	Ofsted Inspector
Peter Fry	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023