

Inspection of Weyfield Academy

School Close, Off Woking Road, Guildford GU1 1QJ

Inspection dates: 13 and 14 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils arrive each day keen and excited to learn. As one pupil explained, 'The best thing about school is getting to discover new things.' Staff have high aspirations for pupils' learning. Pupils learn from a broad and interesting curriculum. Teachers encourage each pupil to achieve their best, regardless of their starting point. Pupils rise to the challenge and work hard in lessons. They learn to read exceptionally well.

Pupils behave well. This is because leaders frequently explain and reinforce their expectations for pupils' conduct. Pupils understand that at all times they should 'be ready, be respectful, be safe'. Bullying is infrequent. Pupils hardly consider it a concern. Despite this, leaders support pupils to share any worries they may have by providing 'TED' boxes. Pupils use these to 'tell', 'explain' and 'describe' what support they may need. Pupils feel secure in the knowledge that staff are there to help them.

Pupils are happy. Staff and pupils enjoy each other's company and have warm and respectful relationships. Pupils go out of their way to help each other. The 'playground pals' encourage younger pupils to enjoy break time activities. They organise fun games, ensuring that everyone has the chance to play and take part.

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

Leaders have skilfully identified the essential knowledge and skills that pupils will learn. Teachers deliver the curriculum in a well-ordered fashion. Children learn the firm foundations of knowledge that they need in Reception. Across many subjects, pupils build their understanding progressively from Reception to Year 6. This ensures they are ready to make the most of their future schooling. Pupils, including those with special educational needs and/or disabilities (SEND), learn particularly well in subjects such as mathematics and English. However, leaders recognise that teachers' subject knowledge is not yet as well developed in a small number of other subjects. Support is being put in place to ensure that pupils can achieve consistently well across the full curriculum.

From early years, the teaching of reading is highly effective. Staff are well trained to teach the school's phonics programme. Pupils quickly become confident and fluent readers. Those who find reading more difficult, including some pupils with SEND, get extra support. This ensures that they keep up with their peers. 'Reading ambassadors' take responsibility for the school library. They encourage other pupils to choose challenging books to take home to read. Pupils enjoy listening to the diverse range of stories that their teachers share with them.

Pupils achieve well across an ambitious curriculum. The daily 'launchpad' session, where teachers recap recently taught topics, helps pupils to confidently recall their previous learning. Teachers frequently check pupils' understanding. In many subjects, this guides teachers' actions to address gaps in knowledge. Teachers modify lessons particularly well to provide the tailored support pupils with SEND

require. This is because the individual needs of pupils are well known. However, in some subjects, teachers are not confident in knowing what pupils can remember because they are not checking learning precisely enough. This means they are not able to identify and address misconceptions consistently.

Behaviour across the school is good. Children acquire helpful classroom routines from when they first join Reception. They move quickly between different activities, maximising the time spent learning. Pupils enjoy the wide range of rewards that they get for their positive behaviour. They work hard to earn marbles for their class. These lead to enjoyable class treats. Leaders relentlessly focus on developing pupils' resilience. Most pupils persevere when work is challenging. However, a small number of pupils sometimes get distracted and need reminding to concentrate by their teachers. Pupils requiring extra support are provided with expert emotional guidance on a one-to-one basis by the 'ace tutors'.

Pupils are well prepared to make a positive contribution to society. They play an active role in their local community. This includes examples of bringing joy to residents in a local care home through creative performances. Pupils are highly respectful of the different backgrounds and cultures represented within their school community. Pupils enjoy learning about the many faiths of their peers. Recently, a pupil in Reception confidently talked about their own religion to other pupils. Pupils also become confident leaders because of the many roles they take on in the pupil voice groups. 'House captains', 'community rangers' and the 'tech team' act as role models to other pupils.

Leaders, including governors and trustees, have a firm understanding of the school's strengths and areas for development. They are steadfast in their ambition to build upon the rapid improvements made over recent years. Governors take expert advice to assure themselves that pupils are benefiting from a good education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the safety of pupils is a priority. They regularly check that their systems and processes work well. Everyone in the school community contributes to the strong safeguarding culture. The school's 'safeguarding superheroes' ensure that pupils know how to stay safe online and during their daily lives.

Staff are well trained. They read the regular safeguarding bulletin. This means that staff have an up-to-date understanding of the risks pupils may face. Teachers know their pupils well. They report any concerns they have. When appropriate, leaders make referrals to secure help for pupils and their families who require it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers do not yet have the secure subject and teaching knowledge to be able to deliver the curriculum well. This means that pupils do not always learn as well as they could. Leaders should continue their work to ensure that staff are well trained to teach the full breadth of the curriculum.
- Leaders have not yet ensured that there are consistently precise procedures in place to check pupils' learning across the full curriculum. In some subjects, teachers are not always clear about the gaps in pupils' knowledge and do not adapt their teaching accordingly. Consequently, pupils do not achieve as well as they could. Leaders should continue their work to ensure that teachers have the expertise to check what pupils know and remember.

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	139070
Local authority	Surrey
Inspection number	10268274
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of trust	Gaenor Bagley
Headteacher	Janette McClintock
Website	www.veyfield-tkat.org
Date of previous inspection	9 and 10 July 2019, under section 5 of the Education Act 2005

Information about this school

- This school is part of The Kemnal Academies Trust.
- The school does not currently use any alternative provision.

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, senior leaders, subject leaders, the leader responsible for pupils with SEND, many teachers and support staff.
- The lead inspector met with parents, the senior director of education for primary schools from the multi-academy trust, governors and a trustee.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and computing. To do this, they met with subject leaders, visited

lessons and spoke to teachers. Inspectors looked at curriculum plans and pupils' work. They met with pupils to discuss their learning.

- Inspectors scrutinised safeguarding arrangements, including the school's central record of recruitment checks. They sampled a range of safeguarding documentation. Inspectors also spoke to a variety of staff to check how well safeguarding referrals and systems work.
- Inspectors observed pupils around the school site during break times.
- Meetings were held with groups of pupils and staff to hear their views.
- Inspectors considered the responses to the confidential Ofsted surveys for staff and pupils, and Ofsted Parent View.

Inspection team

Martin Smith, lead inspector

His Majesty's Inspector

Jill Digweed

Ofsted Inspector

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