

Inspection of Weyford Nursery and Primary Academy

Weyford Nursery and Primary Academy, Mill Chase Road, Bordon, Hampshire GU35 0ET

Inspection dates: 10 and 11 October 2023

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

The headteacher of this school is Chris James. This school is part the University of Chichester Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jennese Alozie, and overseen by a board of trustees, chaired by Jane Longmore.

What is it like to attend this school?

Pupils are happy and safe at this inclusive school. They know the school's values and they want to achieve them. These include respect, kindness and teamwork. Everyone wants to live up to the school's motto of 'working together for excellence'. Pupils appreciate all the exciting opportunities the school gives them. This includes a vast range of clubs, trips and musical opportunities.

The school has increasingly high expectations for pupils. It has recently revised its curriculum. It is clear what teachers are to teach and in what order. The new curriculum is ambitious but is being implemented gradually. This means pupils do not yet achieve as well as they should. Children make a good start to their time at the school in the early years foundation stage.

While many pupils engage well in lessons and want to achieve their very best, some pupils do not behave as well as they should. Staff have started to make some considerable changes to behaviour management processes. These include working closer with pupils and their families to encourage better behaviour. This is helping to improve the atmosphere in the school.

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

The school aims to provide a good education for all its pupils. The curriculum is well sequenced. It details the key knowledge, skills and vocabulary pupils should learn. However, the work on this is very recent. Teachers are still developing the best way to teach each subject, such as science, history and physical education (PE). Some teachers need more support to ensure that all pupils achieve as well as they should. The school does not always monitor the impact the provision has on pupils' learning effectively enough.

The quality of the new curriculum is not yet reflected consistently enough in what pupils learn in each subject. Pupils have not learned what they need in order to achieve well overall. For example, key knowledge and vocabulary in reading and in history are not remembered well by pupils. In contrast, teachers make the right adaptations for pupils with special educational needs and/or disabilities (SEND) in English and mathematics.

While the school prioritises reading, the programme to teach early reading is not delivered consistently well. Some teachers do not check that pupils are engaging and learning the key points in lessons. All pupils, including those in key stage 2, have books they can read. When pupils need more reading support in the younger years, they get the help they require. However, support for some older pupils who struggle to read is not provided quickly enough.

Children in the early years make a good start to school life. They achieve well and settle into the routines swiftly. Parents recognise this and appreciate the school's help when their child starts at the school. Staff check how well each child is learning

by making careful observations throughout each day. They use this information to take children's learning on to the next step. Staff consider the needs of each child in the early years and care for them as individuals.

Some pupils' behaviour can disrupt the learning of others. At times, this has made other pupils feel uncomfortable. Recent changes in the school's approach to behaviour management have enabled more support for those pupils who need it. Staff have had additional training, work with outside agencies and are developing the wider pastoral support available to pupils and families. A more consistent approach to improve pupils' behaviour is, therefore, developing and is starting to have an impact.

The school has increased the variety of clubs pupils can take part in to learn new skills beyond the classroom. Pupils and parents appreciate this. However, some pupils, including disadvantaged pupils, are yet to make the best use of these opportunities. Pupils treat each other equally, irrespective of beliefs or background. Pupils think about others in the community, for example by collecting for food banks at harvest time.

The trust has a good strategic oversight of the school's work and its challenges. It has clear and specific plans in place to improve achievement and behaviour. Parents recognise the positive developments at the school. As one parent said, 'I feel that the staff are very caring and want to enable the children to succeed and behave well. I have seen an improvement in curriculum subjects that my child is being taught.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The impact of the school's new policies and procedures is not always monitored effectively enough. As a result, the impact they have is not as strong as it should be. Leaders should ensure that actions taken to improve the quality of education and behaviour are robustly monitored and evaluated.
- The curriculum is not delivered well enough, including in reading. As a result, pupils are not acquiring all of the knowledge that they need to achieve consistently well. Leaders should ensure that teachers implement the curriculum effectively so that pupils achieve good outcomes across the curriculum.
- Some pupils disrupt the otherwise calm and orderly environment. This can lead to pupils' learning being disrupted. Leaders need to continue to provide high-quality training and support for staff so that behaviour management systems are consistently applied.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148215
Local authority	Hampshire
Inspection number	10288098
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	Board of trustees
Chair of trust	Jane Longmore
CEO of trust	Jennese Alozie
Headteacher	Chris James
Website	www.veyfordprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Weyford Nursery and Primary Academy converted to become an academy school in November 2020. When its predecessor school, Weyford Nursery and Primary School, was last inspected by Ofsted, it was judged to be requires improvement.
- The previous headteacher left the school in April 2023. Following a term of interim headship by the deputy headteacher, the new headteacher started in September 2023.
- The school is part of the University of Chichester Multi-Academy Trust.
- The school has an on-site nursery with spaces for two-, three- and four-year olds.
- The school runs its own wraparound childcare, both before and after school.
- The school currently uses one unregistered alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher, the deputy head and other leaders within the school and trust. The lead inspector also met with a trustee, the chair of the local governing board, and the chief executive officer of the trust.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed a range of the school's documentation including self-evaluation reports, minutes of local governing body and trustee meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View and inspectors also talked with parents on both mornings of the inspection.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as the survey.
- Inspectors gathered pupils' views throughout the inspection, including through the online pupil survey, during classroom visits as well as at playtimes and lunchtime.

Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

Diane Charman

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