



# Weyford Infant School

## Inspection Report

**Unique Reference Number** 115961  
**LEA** Hampshire LEA  
**Inspection number** 279711  
**Inspection dates** 9 May 2006 to 10 May 2006  
**Reporting inspector** Michael Pye AI

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

<b>Type of school</b>	Infant	<b>School address</b>	Mill Chase Road
<b>School category</b>	Community		Bordon
<b>Age range of pupils</b>	3 to 7		GU35 0EP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01420472119
<b>Number on roll</b>	219	<b>Fax number</b>	01420476991
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Rebecca Joy
<b>Date of previous inspection</b>	25 September 2000	<b>Headteacher</b>	Mrs Liz George

Age group	Inspection dates	Inspection number
3 to 7	9 May 2006 - 10 May 2006	279711

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average size infant school is set in a small army town in north east Hampshire. The number of pupils entitled to free school meals is above average. Consisting of mainly White British pupils there are below average numbers of pupils from mixed ethnic backgrounds. The number of pupils at an early stage of learning English is low, but increasing. The proportion of pupils with learning difficulties or disabilities is well above average, of which a smaller than normal number have statements of special educational need. There has been a period of high staff turnover in recent times.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school that it provides a satisfactory level of education for its pupils, and gives satisfactory value for money.

Standards and achievement are now average in reading and writing and are just below average in mathematics. This is an improvement on the recent record of standards being significantly below average in reading and writing at the end of Year 2. Standards in information and communication technology (ICT) have improved considerably since the last inspection. This has occurred during a period of significant staffing upheaval, and reflects a good capacity to improve.

The clear vision, and subsequent actions taken by the leadership of the school have contributed significantly to these improvements. They recognised that if standards are to continue to rise then there is a need for more good teaching. A rigorous development programme was introduced to help teachers enhance their skills. Improvements have taken place but there is more to do. This is particularly with regard to the use of assessment data to inform planning, and to enable pupils to understand clearly how to improve their work. Also, when pupils work independently the degree of challenge is inconsistent.

The school has used resources well to build on its strengths in care and pupils' personal development. Good use is made of a wide range of external links to extend pupils' learning, such as with the local special school.

Improvements have resulted from embedded self-review and evaluation. For example, changes in the Early Years unit have resulted in an improved curriculum, and a focus on learning in free-play activities. The overall quality is now good.

### What the school should do to improve further

andmiddot; Make better use of assessment information to plan the next steps in children's learningandmiddot; Ensure pupils have a clearer idea of how well they are doing and how to improve their workandmiddot; Provide more challenging activities when pupils are working independently

## Achievement and standards

### Grade: 3

Standards by the end of Year 2 were below average in the 2005 national tests, significantly so in reading and writing. This reflected underachievement for many pupils, particularly the more able.

Changes in how the school teaches phonics, and guided reading have contributed to an improvement in standards. In work seen standards in writing and reading are average. As a consequence of teaching improvements, standards in mathematics have improved but remain just below average in the current Year 2. Given the pupils' starting point, progress is satisfactory overall.

Children enter the Early Years unit with skills and knowledge well below those expected for their age. Their ability in reading, writing and the linking of sounds and letters is particularly weak. The school has recognised this and has taken effective measures to address this issue. The majority of pupils make good progress, for example, in their social and personal development, and in their knowledge and understanding of the world. In Years 1 and 2 pupils make satisfactory progress, with more able readers making good progress. Standards in ICT are average by the end of Year 2.

The majority of pupils with learning difficulties and those at an early stage of learning English, make good progress towards their personal targets.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Good relationships are established by staff, and pupils behave well both in and out of the classroom. Attendance is satisfactory.

Pupils enjoy their learning, act with due regard to their own and other's safety, and participate well in the activities provided, even when insufficiently challenged. They have regular opportunities to make suggestions about how to improve the school, and are involved in any improvements made, such as the provision of lunchtime play equipment. Pupils make a positive contribution to the wider community by raising funds for local and international charities. They understand that people are not all the same by looking at the dance, music and festivals of other cultures. Pupils learn about healthy lifestyle, choose healthy snacks and have a clear understanding of a good diet. One pupil stated, 'fatty foods are not good for your heart'. They take regular exercise in physical education lessons, including swimming, and after-school sports and activity clubs. Pupils are soundly prepared for their future learning and life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. The monitoring programme has brought about improvements. In particular, changes in the Early Years have been effective where teaching is good, enabling children to make good progress. There is a good balance between teacher-led activities and opportunities for children to learn through their own play. Assessment is used well to record the small steps children make in their learning and plan future activities.

The effective monitoring programme has also helped the school identify the need to further improve the amount of good rather than satisfactory teaching. It recognises that in Years 1 and 2, assessment information could be better used to plan appropriate work that challenges all pupils and allows them to make better progress. Where teaching is more effective, questioning is used well to further the pupils' knowledge and understanding; learning support assistants work actively with groups of pupils like the

more able readers, supporting and developing their learning well. Pupils are managed well, respond to praise and encouragement, forming good relationships and displaying good attitudes to learning. Where teaching is weaker, groups supported by adults work well, whilst others, although well behaved, are provided with activities that fill time but provide little opportunity for learning.

## **Curriculum and other activities**

### **Grade: 2**

The good curriculum provides a wide range of interesting activities for all pupils. Opportunities are provided for pupils to use and develop their skills, such as ICT and writing, in other subject areas. Particularly effective are the specialist afternoons designed to add creativity, and to extend pupils' learning. In these afternoons, pupils benefit from adults' skills in areas such as sport, music, art and dance.

Planning takes good account of pupils' health and safety through visits by the emergency services, sports clubs and opportunities to learn about healthy eating. Many enrichment activities add further interest and enjoyment to pupils' learning. Good use is made of visits, to Hayling Island for example, to broaden their experiences and pupils rate these highly. Parents are encouraged to be involved in their children's education through regular curriculum newsletters and well-attended curriculum evenings. Although the curriculum ensures that the personal needs of all pupils are well met, the school recognises that further work needs to be done on matching work to individual learning needs so that progress is further improved.

## **Care, guidance and support**

### **Grade: 3**

The emotional well-being of the pupils and its effect on pupil performance is clearly seen as important by the school. Care and support are good because adults know the pupils well and contribute in a number of ways to raising their self-esteem and encouraging the pupils to do their best. Pupils tell of feeling safe, valued and when incidents arise they say they are dealt with effectively and quickly. The school is increasingly involving parents. One parent wrote, 'The school has offered parenting classes to help parents. I have attended and found them very helpful'.

The school has effective procedures regarding health and safety routines, risk assessments, and procedures to identify and safeguard vulnerable pupils.

Recent changes in the system of tracking pupil progress helps identify pupils' needs and any interventions required. Support is overseen by an effective special needs' co-ordinator. The school makes good use of a wide range of outside agencies to help learners.

The school recognises the need to improve guidance for pupils by providing them with a much clearer idea of how well they are doing and how to improve their work.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall and good in some areas such as in the personal development of pupils. The leadership of the headteacher, ably assisted by her deputy, is good. They have identified a clear vision for the development of the school, focusing upon improving standards through the effective monitoring of teaching. Evidence shows this is improving teaching although more good teaching is required if challenging targets are to be consistently met by all pupils.

The recent high staff turnover, together with the concentration on improving teaching has meant that wider management responsibilities have been concentrated on senior managers. The leadership has recognised that there is now a need to redistribute some responsibilities.

A wide range of interested parties are involved in evaluation and development planning. Effective self-evaluation has enabled the school in the past year to improve standards in the Early Year's unit and in Years 1 and 2. It has also resulted in the formation of a good Early Year's unit. Resources, such as the outdoor play area have been effectively developed. Such successes, under some trying circumstances, indicate a good capacity to improve.

Parents are very supportive of the school. One parent wrote, 'My children are both very happy at school. We enjoy the walkabouts, parent evenings, and other occasions when they invite us into school and make the children proud of their achievements'. Governors support the school satisfactorily, and are increasingly aware of the need to visit the school and focus on achievement and standards as well as the strong pastoral aspects of the school.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

You will probably remember our visit to your school. You were very eager to talk to us and we listened carefully to what you told us about your school. Thank you.

The things we liked about your school are: • That you behave, and get along well together. One of you said, 'I've got the best friend ever to play with'. • That the adults in the school are determined to improve how quickly you learn • The way that your teachers are prepared to work hard to further improve their teaching and make lessons more interesting for you • You have a good understanding of how to live healthily • That you were able to tell us that you feel safe in school and know that the adults care for you very well • The way the Early Years unit is run and how it gives you a good start to your school life • That you have gradually got better at writing and reading.

We have asked the school to make sure that: • You know more about how to improve your work • That the work you are set in lessons more accurately meets your needs • That when you are working on your own you know what you are expected to learn and that it is challenging you. We wish you the very best for the future.

Yours sincerely

Michael Pye

Lead Inspector