

# Weyford Junior School

## Inspection report

---

<b>Unique Reference Number</b>	116018
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338703
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	Anna Sketchley

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Beesley
<b>Headteacher</b>	Jillian Myers
<b>Date of previous school inspection</b>	5 April 2007
<b>School address</b>	Washford Lane Bordon Hants GU35 0ET
<b>Telephone number</b>	01420 473142
<b>Fax number</b>	01420 478915
<b>Email address</b>	Weyfordjun.hants@easymail.rmple.co.uk

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	9–10 February 2010
<b>Inspection number</b>	338703

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 40% of their time looking at learning, visited 15 lessons and observed eight teachers. No formal meeting with parents and carers was held, but inspectors spoke to a few informally after school during an evening for parents and studied 32 questionnaires that were returned by parents. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a wide range of documentation, including pupils' work, systems for monitoring and tracking pupils' progress, plans for improvement, reports written by the local authority, documents about safeguarding and questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the ability of leaders at all levels to improve attainment and progress in English, particularly in writing, and mathematics, especially for girls and more able pupils
- how well the provision for pupils with special educational needs and/or disabilities supports their progress so that they achieve as well as they can
- the progress in implementing new strategies in teaching and learning and the curriculum in English and mathematics to improve the attainment and progress of all pupils and arrest underachievement
- how well strategies to manage behaviour contribute successfully to learning for all pupils in lessons and their safety in school, especially on the playground.

## Information about the school

Weyford is an average-size junior school. Most pupils are of White British backgrounds and no pupils are at the early stages of learning English as an additional language. An above average number of pupils have special educational needs and/or disabilities, the majority of whom have either moderate learning difficulties or behavioural, emotional and social needs. Among the school's most recent awards are Healthy School status and Investor in People. Since the last inspection three years ago there have been significant changes to staffing.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Weyford provides a satisfactory education for its pupils. Following a period of significant disruption to staffing and a dip in pupils' attainment, it is beginning to improve strongly. This is because of the drive, ambition and good leadership of the headteacher, the new senior leadership team and supportive governors. Together they are building a more stable and skilled team of teachers and teaching assistants, wholly committed to raising standards and improving pupils' progress. A cornerstone of this approach is the joint performance management system for teachers and teaching assistants that identifies the underperformance of individual pupils and particular groups of pupils and targets them for improvement. Rigorous approaches to analysing data and tracking pupils' progress and the school's termly 'Improving Standards' days are proving successful in providing a good basis for this approach and for securing accurate self-evaluation and the setting of correct priorities. As a result of these processes becoming firmly embedded in the culture and organisation of the school, it has a good capacity to improve further.

All staff have taken advantage of extra training to improve their teaching skills, especially in writing and problem solving in mathematics. Teaching is wholly satisfactory and in some lessons it is good. This, alongside a curriculum that pays careful attention to the development of literacy and numeracy skills, is eradicating underachievement. Standards are rising and are broadly average. Strategies to improve sentence construction and spelling are showing signs of improvement but these remain the weaker areas in writing for most pupils. More able pupils, especially girls, are making rapid progress in English and are reaching the higher level of which they are capable. The reinforcement of key numeracy skills has been successful but there have been limited opportunities for pupils to apply these skills to solve problems. Sensible strategies are being implemented to address these weaknesses, but it is early days and the full impact is not yet evident. In some lessons, all pupils make good progress but improvements in teaching have not been in place long enough to have had a full impact on pupils' longer-term progress, which is satisfactory. Occasionally, the pace in lessons is slow, questioning does not check understanding sufficiently, and teachers do not intervene regularly enough to give support during group tasks. This results in some pupils making slower progress than that of which they might be capable.

Pupils' behaviour and good attitudes to their work and the excellent relationships that exist between pupils and adults create a positive climate for learning and make a strong contribution to their improving attainment and progress. Pupils' personal and social education is a strength of the school. They work hard and respond sensibly and with great enjoyment to all the responsibilities they are given within the school community.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

In the words of one pupil 'our responsibility is to help people'. Pupils are well cared for and the more vulnerable pupils are looked after especially well.

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

- Raise attainment by improving pupils' skills in sentence construction and spelling, and by accelerating their progress in solving mathematical problems.
- Improve the quality of teaching from satisfactory to good by ensuring that:
  - lessons always move at a sufficiently brisk pace
  - questions are used consistently well to probe pupils understanding
  - well-judged support is provided as pupils undertake their tasks.

**Outcomes for individuals and groups of pupils****3**

Although attainment in mathematics improved a little last year, Year 6 test results in 2008 and 2009 were low, significantly so in English. Pupils did not do as well as previously, partly because of the large number of pupils with special educational needs and/or disabilities in these year groups, and partly because of considerable disruption to staffing. However, work seen in lessons and in pupils' books during the inspection reflected a strong pattern of improvement as pupils move through the school.

Attainment in the current Year 6 is broadly average and their progress in lessons is rapid, despite the fact that again this is a group of pupils where a high number require extra support. When working on creating suspense in their writing, more able Year 6 pupils, especially girls, responded very well, sustaining concentration and producing high quality paragraphs characterised by skilful use of extended sentences and powerful vocabulary. Standards in mathematics are continuing to improve throughout the school and teachers make effective use of 'talking partners' so that pupils help each other to express ideas. This technique was expertly used in Year 3 alongside a 'problem solving bag' from which pupils excitedly drew out and discussed helpful hints to assist with solving mathematical problems. With highly skilled help and good support from teaching assistants, pupils with special educational needs and/or disabilities are also beginning to learn well in lessons, although like all other pupils they have ground to make up. Throughout the school almost all pupils listen well, concentrate and work hard.

Pupils are polite and well behaved in lessons and around the school. Those with particular behavioural needs benefit from well-structured and effective programmes and support from adults. Pupils demonstrate a good awareness of how to keep safe and feel secure in school. Through working for the Healthy School award they have a good understanding of how to lead a healthy lifestyle. During the inspection the queue for fruit and freshly baked bread snaked all around the hall at break time. While pupils' cultural development is satisfactory, their awareness of the richness and diversity of cultures in Britain is meagre. Pupils are keen to learn and enjoy school and attendance is average. Their constructive relationships with others and satisfactory academic progress mean they are satisfactorily prepared for the future.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers plan carefully, knowing very clearly what they expect pupils to learn and ensuring that pupils always understand the purpose of the lesson. Teaching is often vibrant, making good use of interactive whiteboards. Coupled with teachers' good subject knowledge, this engages and motivates pupils and captures their attention. In the best lessons teacher input to the whole class has a quick pace and questions are challenging, match pupils' needs and check their understanding before the tasks begin. In some lessons teachers talk too much, the pace slows and pupils spend too long on the carpet so that there is insufficient time for them to complete their work. Explanations about tasks are clear and meet the different needs of all pupils and they begin their work with confidence. However, teachers do not always follow this up with sufficient intervention so that sometimes learning does not move on rapidly enough. Teaching assistants are appropriately used and well prepared and, because of this, pupils with special educational needs and/or disabilities are well supported and thoroughly included in lessons. Marking is a strength in both English and mathematics and offers pupils good guidance on how to improve their work, but there are insufficient

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

opportunities for them to respond to this.

The curriculum has been improved by implementing more systematic and rigorous programmes to develop pupils' writing and numeracy skills and these are helping to accelerate progress. Opportunities for pupils to practise these skills in other subjects are not fully developed. There are good opportunities to use information and communication technology to support their learning across the curriculum. A wide range of school clubs, visits and visitors enriches learning and these are much enjoyed. A Year 6 pupil who had recently visited a Victorian-themed museum commented, 'It was much better than learning from a book. You could really feel what it must have been like.'

The school is a caring community where pupils' welfare is given a high priority. Provision for pupils with special educational needs and/or disabilities is well organised and pupils are fully included in all that the school offers. Individual education plans support the learning of these pupils in every classroom and teachers and teaching assistants work very closely together to ensure that pupils' targets are met. School data show that this is beginning to have a successful impact on progress especially in reading where progress across the school is good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is determined, with single-minded intent, to drive forward improvement. Being an Investor in People school, the whole staff team are very aware that the school's ambition is to succeed in their vision of 'doubling the rate of progress' for all pupils. Inviting help from local authority consultants to assist with monitoring and strengthening the leadership and management of teaching and learning, especially for English and mathematics, are proving to be successful for all teachers.

Governors are fully supportive of the school and knowledgeable about its strengths and areas for development. They have effective systems for ensuring they meet their statutory responsibilities and monitor policies and procedures efficiently. However, their role in strategic planning and challenging the school to improve further is underdeveloped.

Effective partnerships with outside agencies and the local authority are a strength of the school particularly for pupils with special educational needs and/or disabilities. Good links with other schools, especially the neighbouring infant and secondary schools, are providing valuable continuity in learning for all pupils. Promoting equality and tackling

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

discrimination of different groups of pupils are satisfactorily managed and becoming more effective as progress improves for different groups. Effective safeguarding procedures comply with statutory requirements and ensure that pupils are safe and secure in school. The school has carried out an audit of community cohesion which shows that although local links are good and the school itself is a cohesive community, its effectiveness in promoting community cohesion in national and global contexts is more limited.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Although there were few questionnaires, the large majority of parents and carers who responded are very supportive of the school. In the words of one parent, 'I am especially impressed with their continual striving to improve.' Of the small number of concerns raised most were individual issues. A small minority of parents and carers are concerned about behaviour. Inspectors judge this to be an historical issue as during the course of the inspection behaviour was good and the school has good strategies for managing it for all pupils.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Weyford Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 32 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	44	16	50	2	6	0	0
The school keeps my child safe	17	53	15	47	0	0	0	0
The school informs me about my child's progress	15	47	14	44	3	9	0	0
My child is making enough progress at this school	12	38	18	56	2	6	0	0
The teaching is good at this school	10	31	21	66	1	3	0	0
The school helps me to support my child's learning	10	31	20	63	2	6	0	0
The school helps my child to have a healthy lifestyle	11	34	20	63	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	34	20	63	1	3	0	0
The school meets my child's particular needs	9	28	21	66	2	6	0	0
The school deals effectively with unacceptable behaviour	8	25	17	53	5	16	2	6
The school takes account of my suggestions and concerns	9	28	21	66	2	6	0	0
The school is led and managed effectively	11	34	20	63	1	3	0	0
Overall, I am happy with my child's experience at this school	15	47	16	50	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

11 February 2010

Dear Pupils

Inspection of Weyford Junior School, Bordon GU35 0ET

On behalf of the team of inspectors that visited your school recently, I should like to thank you for the very warm and friendly welcome you gave us and for spending time talking to us. We really enjoyed meeting you.

Weyford is a satisfactory school, but you are beginning to make faster progress in your learning because of the actions taken by your headteacher along with all the adults in your school. These are some of the best things we found.

- You enjoy coming to school and attend regularly.
  - You know how to stay safe and are very good at keeping healthy, enjoying the healthy break time tuck shop!
  - Your teachers make learning interesting for you and your attitude to learning is good.
  - You behave well around the school and get on really well together.
  - You are well cared for and you told us that you feel happy and safe in school.
- All the adults in your school want you to achieve well and do your very best. They know what needs to be done next and from our findings we have asked them to do some things to make your learning even better.
- Make sure you improve your sentence writing and spelling and learn to solve mathematical problems.
  - We would also like your teachers to ensure that your lessons move at a fast pace, that their questions make sure you have understood what you are being taught, and that each of you is helped enough during group tasks so that you make faster progress.

Please keep working hard!

Yours sincerely

Anna Sketchley

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**