

Weeke Primary School

Inspection report

Unique Reference Number	116242
Local Authority	Hampshire
Inspection number	338771
Inspection dates	26–27 January 2010
Reporting inspector	John Carnaghan

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	The governing body
Chair	Mrs S Anderson
Headteacher	Mrs M Hastie
Date of previous school inspection	6 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent over half of their time looking at learning and they visited 16 lessons. They held meetings with governors, staff and pupils. They observed the school's work, and looked at the school's policies, assessment records, monitoring information and other documents, including 146 parental questionnaires

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

- how well teachers promote the progress and attainment of children in the Early Years Foundation Stage
- how well the school has improved progress and attainment in mathematics
- the guidance given to younger pupils about how to improve their work
- the evidence supporting the school's promotion of community cohesion.

Information about the school

Weeke Primary School is larger than average. It has about half the usual proportion of pupils from minority ethnic groups. Almost all pupils speak English as their first language. The school has a slightly above average percentage of pupils with special educational needs and/or disabilities; the largest group of these pupils has speech, language and communication difficulties. The school is steadily growing in size.

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?

2

The school's capacity for sustained improvement

2

Main findings

Weeke Primary is a good school. It has several outstanding features and a strong culture of improvement. With a number of new staff and strengthened leadership and management, the school is developing rapidly. Clear-sighted monitoring accurately identifies areas for improvement, leaders then quickly step up and institute thorough reforms. In consequence, previous areas of concern, like mathematics, are now strengths. Staff closely identify with the school's ethos of optimism and continuing improvement. As pupils attest, this makes Weeke Primary a 'lovely place to work, grow and learn'.

Children in the Early Years Foundation Stage are both busy and happy, progressing well and enjoying a very good induction to education.

Parents and pupils are very happy with the school. Parents are particularly impressed with the school's leadership and management and the staff's commitment to their children, one commenting on 'brilliant leadership' and another saying, 'the head and staff go the extra mile'. Pupils enjoy their lessons and are grateful for the school's efforts to ensure their safety. Their behaviour is outstanding; their maturity and independence make strong contributions to their progress.

There is much to admire in teaching. It is good overall and the school's use of assessment is outstanding. Improved leadership and management, and new staff, have improved the consistency and quality of lessons in this year. The curriculum is innovative and exciting, boosted by numerous partnerships. It provides a splendid breadth of activities that pupils are keen to take advantage of. The impact of these developments is just beginning to be evident, and there is more to come. Progress has improved, especially in mathematics, and is now consistently good. Attainment has risen to be above average in all subjects and across the school. All groups of pupils, regardless of background and experience and including those with speech, language and communication difficulties, achieve well because they are very well supported in their learning and development.

The way the school cares for and nurtures its pupils is outstanding. It is very welcoming and often exemplary in the way it guides and supports those who face particular challenges. Pupils' relationships towards one another and their teachers are excellent. They love school life and are keen to participate in everything. Their ambitions are a little thwarted by the rather staid, teacher-led school council.

The school's capacity for sustained improvement is good. Leaders, managers and governors monitor the school very effectively, gaining a very accurate picture of its strengths and weaknesses. Actions to improve teaching and learning are co-ordinated

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and very effective. The school plans to develop its promotion of community cohesion which at present is rather narrow in terms of geographical range and of its partnerships. School leaders communicate their ambitions well and these are shared by all staff, who also contribute fully to the school's well-focused and relevant plans for the future.

What does the school need to do to improve further?

- By January 2011, build on the recent analysis of community cohesion provision to promote additional links, both nationally and internationally.
- By April 2010, enhance the management, ambitions and opportunities of the school council and ensure pupils' voices are more strongly represented.

Outcomes for individuals and groups of pupils

2

Pupils enter the school from the Early Years Foundation Stage with attainment that is overall higher than expected for their age. They are well prepared for more formal education, and start Year 1 ready to learn. Consistently good teaching challenges all groups of pupils and drives learning forwards. Effective marking and verbal comments keep pupils well informed and constructive advice about how they can improve their work ensures they make good progress.

In the past, pupils' progress slowed down a little in Years 3 to 6. The school correctly identified that progress in mathematics lay at the root of the problem and has put great efforts into addressing this. The focus on developing mathematics teaching has been fierce. The result is that teaching of mathematics is now good and has some outstanding features, such as the challenge provided for more gifted mathematicians. This is having a significant impact on pupils' overall progress in Key Stage 2, which is now good. Given pupils' broadly average starting points in mathematics in the Reception class, achievement is good. All groups of pupils, including those with speech, language and communication difficulties, achieve equally well because the school uses its outstanding assessment information to ensure everyone is correctly challenged and supported. The school's increasing emphasis on giving gifted and talented pupils fresh, challenging curriculum experiences ensures this group's good achievement.

Pupils love school and the overwhelming majority feel safe, confident that any concerns they may have are taken seriously. They are friendly, articulate and most courteous, behaving excellently in lessons and around the school. Enthusiastic participation in sport and a good understanding of the importance of a balanced diet contribute to their outstanding comprehension of how to grow up healthily. There are some opportunities for pupils to take on responsibilities and they grasp these keenly. The school council meets regularly but does not provide pupils with sufficient opportunities to exercise their independence. Attendance is above average. Pupils are curious about others' experiences and the world around them. They respect one another's needs and views and have a strong sense of values, but do not have enough opportunities to engage with different ethnic and cultural groups.

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These are the grades for pupils' outcomes

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

How effective is the provision?

The curriculum and teaching are very well planned and combine seamlessly to provide memorable experiences for pupils. Opportunities to use information and communication technology (ICT) are well organised, so pupils regularly use computers for research, to produce presentations and to record interviews with one another. A local computer company sends five of its staff each week for a year to work with pupils to help them use ICT to record sounds and music. Older pupils make brief films on topics of interest, such as the Year 6 initiative on bullying. The school grasps other opportunities to enrich the curriculum, for example working with local commercial organisations to improve pupils' understanding of business and enterprise. Numerous visitors provide additional teaching expertise, for example advanced skills teachers from the local secondary school provide high quality lessons and other strong support in mathematics and French. The county music service enables 90 pupils every year to learn three musical instruments. Pupils enjoy the extra-curricular clubs on offer and their attendance is good.

Teaching is good with a considerable amount of outstanding practice throughout the school. Teachers have very high expectations of pupils. Their careful, detailed planning

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

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and effective deployment of skilled support staff ensures that all pupils are supported. Classroom relationships are warm and constructive, due, in no small part, to teachers' subtle and sympathetic management of pupils. Teachers' subject knowledge and use of a range of teaching styles help pupils to remain attentive and fully engaged in learning. Technology, like interactive whiteboards, is used confidently to maximise learning in lessons. Pupils greatly enjoy their learning and describe their lessons as 'fun and funky'. Staff are well aware of the pupils' capabilities and progress, because of the way information from the outstanding assessment processes is used by the school. Pupils are closely tracked against their predicted progress and any anomalies are swiftly addressed. Pupils know their targets for improvement, which are relevant and regularly updated, and are able to explain their achievements.

Parents and pupils rightly have a high opinion of the advice, guidance and information that the school provides. The school has excellent transition arrangements to ease children's transfer into the school from nurseries and out of the school to secondary education. The headteacher's role on the steering committee of the local nurseries serves young children very well and is typical of her attention to detail. The school successfully identifies those pupils who may need extra assistance and acts on this, for example the lunchtime support groups provide a very valuable haven for some. Parents, pupils and staff praise the front office staff as 'the friendly face of the school'.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior staff use rigorous monitoring to provide a very clear picture of the school's strengths and areas for development. Staff share leaders' ambitions, working in close harmony and putting the needs of pupils foremost. The leadership of teaching and learning is excellent. For example, analysis of the school's performance indicated that progress in Key Stage 2 was slower in mathematics than elsewhere. Vigorous action saw improved monitoring of mathematics teaching and subsequent promotion of better classroom practice through demonstration lessons, inputs from advanced skills teachers and targeted staff training. Mathematics lessons are now as good as in other subjects. Effective monitoring has ensured that lessons are consistently good or outstanding.

Outcomes for pupils are positive and any unevenness in progress between groups is minimal. The school acts decisively, ensuring excellent equality of opportunity for all and

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no discrimination. There are no major shortcomings in the school's resources. However, accommodation is tight, for example the lack of small teaching spaces makes it difficult for to find a good environment to teach small groups extracted from classrooms. This will become more urgent as the school continues to grow.

Governors are insightful and monitor the school systematically and rigorously. The clear picture they develop helps them to both support and challenge. Governors constantly question the school, checking its progress against the priorities identified in the comprehensive plans for the future. They are vigorous in ensuring that all pupils are safe. The school provides an example of high quality safeguarding practice. Staff receive excellent training and procedures are constantly reviewed and updated.

The school's website and use of text messaging helps keep parents very well informed about daily life at the school. Parents receive clear information of their children's progress and many are keen to benefit from various relevant briefings provided by the school. The school has an extraordinary range of partnerships that contribute splendidly to its exciting curriculum. Numerous links with local nurseries, primary and secondary schools, sixth form colleges and universities all bring something extra into the school, including more expert teaching. Strong liaisons with caring agencies like social services provide firm support for more vulnerable pupils.

The school has carefully audited the way it promotes community cohesion. It has correctly identified strengths in its own cohesiveness as a school and in its local links. It is aware of relative weaknesses in the lack of partnerships with schools and institutions in contrasting parts of the United Kingdom and abroad.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Thorough assessment provides clear evidence of good achievement in the Early Years Foundation Stage. By the time children move into Year 1, attainment is above average. A significant factor is that children enjoy and are enthusiastic about learning. Sessions are very well organised so that children can easily participate in activities that they have initiated. They are willing to make choices and cooperate very well with their friends, sharing as required. The high expectations of the staff result in very good behaviour from all the children in this exciting environment. Good quality planning, related to rigorous assessment, ensures that each child is offered vibrant and challenging experiences. For example, role-play areas are a delight for children as they participate in a 'pet shop' and a 'doctor's surgery'.

The highly organised professional development of the staff ensures efficient management of Early Years Foundation Stage, which results in all children's needs being met in a safe environment. The good role models provided by the staff result in children adopting good hygiene practices and understanding the necessity of healthy food choices. The nurture of children is a priority and the school uses the key person strategy to ensure each child is very well known to at least one adult. Good leadership ensures high quality record keeping and the effective implementation of policies. Strong links with parents and carers powerfully promote the care and education of children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents' and carers' enthusiastic responses to the Ofsted questionnaire confirm that they are almost universally happy with the school. The overwhelming majority are very clearly supportive of the leadership and management and are happy with their children's experience at the school. Parents and carers raised no significant concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Weeke Primary 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 146 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	65	46	31	3	2	0	0
The school keeps my child safe	102	69	44	30	1	1	0	0
The school informs me about my child's progress	60	41	81	55	5	3	0	0
My child is making enough progress at this school	81	55	54	37	9	6	0	0
The teaching is good at this school	94	65	51	35	6	4	0	0
The school helps me to support my child's learning	79	54	56	38	6	4	0	0
The school helps my child to have a healthy lifestyle	82	56	60	41	4	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)	74	50	54	37	1	1	0	0
The school meets my child's particular needs	77	52	62	42	4	3	0	0
The school deals effectively with unacceptable behaviour	79	54	59	35	2	1	3	2
The school takes account of my suggestions and concerns	67	46	69	47	4	3	0	0
The school is led and managed effectively	112	76	32	22	1	1	0	0
Overall, I am happy with my child's experience at this school	106	72	39	27	1	1	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



28 January 2010

Dear Pupils

Inspection of Weeke Primary School, Winchester, SO22 6DR

Many thanks for the warm welcome you gave to the inspectors when we visited your school recently. We were very pleased when you told us how happy you are at school. Like you, we judge Weeke Primary is a good school. It has many outstanding elements. Teaching is good and often excellent and the mixture of topics and subjects you study (called the curriculum) is also good. The way you are cared for is excellent and we would like to compliment you on your outstanding behaviour. These strengths help you to progress and achieve well.

All of these great features are due to the outstanding way the school is led and managed. We were very impressed by the way all staff work as a team to give you the best possible experiences.

Like all schools, some things could be improved. We have asked the school to focus on two areas:

- the school council should be given more responsibility and greater freedom to act
- the school should help you understand about different cultures by developing more links with other schools in distant parts of the United Kingdom and abroad.

Once again, thanks for all your help. It was lovely meeting you.

Yours sincerely

John Carnaghan

Lead inspector

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