

Weyfield Academy

School Close, Off Woking Road, Guildford GU1 1QJ

Inspection dates 17–18 November

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- Senior leaders' decisive action, and their skilled support for staff, ensure that teaching is consistently good throughout the academy.
- Pupils throughout the academy make good progress. This includes pupils supported by the pupil premium (additional government funding for pupils entitled to free school meals or looked after), disabled pupils, those with special educational needs, the most-able pupils, and those who speak English as an additional language.
- A firm trend of improvement is established, so standards of achievement are rising quickly. Pupils throughout the academy now achieve at levels expected for their age, or above this level.
- Gaps are reducing rapidly, between the achievement of pupils supported by the pupil premium and others.
- The shared commitment and teamwork of all staff, including middle leaders, ensures a continuing successful drive to raise standards.
- Pupils behave well. Most attend well. Good teaching and an exciting curriculum ensure that pupils engage well in learning.
- Pupils are kept safe and feel safe, due to the good care provided. Parents are overwhelmingly confident about this, and the quality of education.
- The early years provision ensures a good start for all children as a secure foundation for later success.
- Governors are conscientious and capable in overseeing the academy's work. Governors are committed to the best education for all pupils and actively hold leaders and the academy trust to account to ensure this.

It is not yet an outstanding school because

- Gaps remain between the achievement of pupils supported by the pupil premium and others, particularly at the end of Key Stage 2.
- Pupils leaving Key Stage 2 in recent years have not achieved the national floor standard.
- A small group of pupils' persistent absence is not improving rapidly, despite leaders' best efforts.
- Teachers' feedback to pupils about how to improve pupils' work is not always incisive.
- Leaders' evaluations do not always describe exactly how pupils' outcomes compare with national figures, to promote further improvement.
- In the early years, adults do not always promote rapid progress precisely during activities.

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Further improve teaching so that the academy soon meets the government's current floor standards, and gaps between the attainment of pupils supported by the pupil premium, and others, close rapidly, particularly at the end of Key Stage 2, by ensuring that:
 - teachers provide consistently incisive feedback to pupils about how to improve their work, including in subjects other than English and mathematics.
- Ensure the attendance of pupils with remaining high rates of absence improves quickly, to match or exceed national averages.
- Further improve leadership for sustained improvement by ensuring leaders' evaluations of pupils' outcomes and attendance describe exactly how standards at the academy compare with national figures.
- In the early years, ensure that all adults consistently promote rapid progress by being precise about the intended learning when talking with children during activities.

Inspection judgements

Effectiveness of leadership and management is good

- The senior leadership team work well together, promoting a determined and aspirational ambition for every pupil to succeed. Senior leaders' hard work and dedication to the improvement of the academy has won the respect of staff, pupils, parents and the local community.
- Senior leaders have an accurate understanding of the academy's strengths and areas for further improvement. The academy's improvement plans address the correct priorities in a coordinated way. When leaders record their evaluations, however, they do not always describe with crystal clarity how pupils' outcomes and attendance at the academy compare with the national picture.
- Senior leaders' tenacious focus on the quality of teaching has resulted in teaching across the academy which is consistently good, and sometimes better than this. The headteacher has taken decisive action to deal with underperformance; the deputy headteacher and other senior managers provide expert support and challenge, including coaching, which has led to rapid and sustained improvement.
- Leaders ensure that the professional development programme for staff links well with needs identified through monitoring and appraisal. As a result, teachers' and teaching assistants' skills develop continuously.
- Senior leaders regularly discuss pupils' achievement with class teachers, setting aspirational targets for rates of progress to be achieved by individual pupils before the next meeting.
- Subject leaders work well together. They successfully drive up standards in their own areas of responsibility while ensuring that all their work contributes to the overall improvement of the academy. These leaders share the passion of the senior team to secure further, rapid improvement.
- The newly appointed special educational needs coordinator and the assistant headteacher with responsibility for inclusion monitor closely the achievement of pupils supported by the pupil premium, disabled pupils and those with special educational needs. Interventions and support are introduced and adapted promptly. These leaders provide expert advice and support to staff, resulting in improving rates of progress for disabled pupils and those with special educational needs. A new programme is being introduced to improve further the progress and attendance of pupils supported by the pupil premium, but it is too soon to gauge its impact.
- The curriculum is broad and balanced, with a strong international flavour which prepares pupils well for life in modern Britain and supports well their cultural development. Pupils' experience is enriched through educational visits, special events and celebrations. Year 1, for example, recently visited local woods ahead of a locality study entitled 'Our World'. The wider world is brought into the academy successfully through displays and the use of ICT and, for example, through daily viewing of BBC *Newsround* by Key Stage 2 pupils.
- The fundamental British values of democracy, the rule of law, individual liberty and freedom of speech are actively promoted in the ethos of the academy, in the way every individual pupil is valued, through the pupil council, and activities such as elections for pupil 'jobs', including sports captains and head girl or head boy. Leaders demonstrate awareness of their responsibility to prevent the radicalisation of young people, for example ensuring opportunities for pupils to reflect, in an appropriate way, about recent events in France.
- Pupils' spiritual, moral and social development is promoted well. Pupils are taught successfully to value one another's heritages and to be sensitive to other's feelings. A clear understanding of right and wrong is promoted through an effective behaviour policy and the academy's core values: 'work hard, stay safe, be respectful, have good manners'. Adults model for pupils self-respect and cooperation.
- Additional government sports funding is used well to increase the range of sporting options available to pupils, to provide expert coaching, and to boost staff skills to teach physical education.
- Effective use is made of the pupil premium, resulting in rapid and sustained improvements in progress for pupils supported by this funding. Additional teaching and personal support, together with family support where this is helpful, are making a positive difference for these pupils. However, strategies to improve the attendance of some of these pupils are not yet achieving full success.
- The academy trust has provided highly effective support to the early years staff, resulting in rapid and sustained improvement to provision and children's achievement in the Reception Year. Governors value highly the work of the trust's senior director in supporting the governing body to hold leaders to account, while building governors' own skills for this role.

■ The governance of the school

- Governors are committed and hard working in holding leaders to account for the improvement of the academy. Governors also play their part effectively by taking practical action, for example working alongside middle leaders to develop policies, or checking health and safety around the academy.
- Through an established pattern of visits, governors ensure that they are well-informed about the quality of teaching and the achievement of different groups of pupils, including those supported by the pupil premium, disabled pupils and those with special educational. As a result, governors make well-informed decisions about teachers' pay.
- Governors ensure that the spending of additional funds, including for sport and the pupil premium, impacts positively on pupils' experience and their learning.
- Governors have supported leaders well, to win the confidence of parents and the local community. Governors have played a key role in the establishment of the parents' council and they have supported leaders to improve communication between the academy and parents. Parents who spoke with inspectors were overwhelmingly delighted with their children's progress, the care the academy provides, and the weekly newsletters they now receive.
- The arrangements for safeguarding are effective. All staff and governors exercise their duty of care with dedication and attention to the needs of all pupils. Procedures are securely in place and the academy makes ready referrals to social care when required, following up tenaciously if necessary. The academy is a very safe place. Pupils are well supervised, qualified first-aid is promptly provided and parents are kept well-informed about incidents and accidents.

Quality of teaching, learning and assessment is good

- Teachers and teaching assistants promote consistently high expectations for pupils' punctuality, progress, behaviour and quality of work. Pupils respond well, rising to meet the increasingly high level of challenge teachers provide.
- Teachers plan well for their pupils' needs including the most able, those with special educational needs, disabled pupils, and those who need to catch up. Teachers' accurate assessment of pupils' progress ensures that lessons and activities are set at the right level for pupils' next steps.
- Phonics (letters and sounds) is taught well in Key Stage 1, including to pupils who speak English as an additional language. A well-organised approach enables teachers to ensure that all pupils learn systematically, with regular opportunities to practise and apply phonics in wider reading and writing.
- In mathematics, teachers build systematically pupils' knowledge and skills. Teachers use probing questions to check and extend pupils' understanding. In a Key Stage 2 lesson, inspectors saw long multiplication taught in two ways, with pupils expected to apply this information to solve a range of problems. In Key Stage 1, inspectors saw teachers challenging pupils to learn and use language to describe position: verbally, in writing, by demonstrating with objects and by moving around outside.
- In writing, teachers pay close attention to pupils' spelling, grammar and handwriting, and have high expectations for the amount and quality of writing pupils produce. A monthly 'Friday Fandango' provides an opportunity for pupils to write freely and show their progress. Pupils' regular 'Big Write' work is freely displayed, with successive pieces layered on top, so that pupils passing by see the progress others are making and aim to achieve more themselves.
- The teaching of reading is similarly systematic and effective. Pupils learn key skills well in group reading sessions led by adults. Pupils also enjoy individually assigned books, fully understanding the banding system which ensures that they read enjoyable texts with suitable challenge. An assessment quiz undertaken on the computer records pupils' reading achievement before and after they read each book, so that pupils and teachers share the same clear understanding of progress and next steps. Pupils read regularly at home, and many parents value the reading diary where they can log comments and send messages to the teacher.
- Appropriate interventions and support are provided for disabled pupils and those with special educational needs, including increasingly effective support from teaching assistants.
- The most-able pupils are identified promptly by teachers and challenged to move ahead. Some of these pupils told inspectors that they do not have to wait in lessons, as resources are made readily available for them.
- Pupils adopt positive attitudes to learning because of the example set by all the adults, high expectations, and ready support when needed. Pupils are not afraid to fail, and persist when work is challenging.

- Teachers provide regular feedback to pupils about how to improve their work, consistently within the academy's policy. At times, this provides very precise guidance about how pupils can improve their work, especially in writing. However, this quality of feedback is not consistent across the academy or in all subjects, including the wider curriculum.
- Homework is set regularly, including reading at home and spellings. In Year 3 recently, pupils made models of shelters at home, in connection with their topic 'Do you live around here?' Parents value the information they receive about their children's learning, including through open sessions in the classroom and information on the academy's website. Parents told inspectors that teachers are always ready to explain homework and offer support.

Personal development, behaviour and welfare is good

Personal development and welfare

- The academy's work to promote pupils' personal development and welfare is good.
- The positive ethos and community spirit promoted by all the adults ensures that pupils are kept safe and feel safe throughout the day. Procedures are securely in place, staff are well-trained, and the academy works well with other agencies to support children and families. Governors visit to check incident and accident logs and to review safeguarding procedures, promptly following up any queries with leaders.
- Supervision at social times helps pupils to play well together. Adults intervene to pre-empt any difficulties and respond promptly if help is needed to resolve an argument or provide first-aid. Older pupils adopt the role of 'bully-buster', developing their own social skills as well as supporting others. A friendship bench in the playground enables children to find a companion easily, or make new friends.
- Teachers consistently promote the habits of a good learner, and resilience. Pupils are taught explicitly about the risks of social media, and know how to keep themselves safe. Pupils told inspectors that should rare instances of bullying occur, they know adults can be relied upon to resolve the problem promptly and to prevent it happening again. Parents who inspectors spoke with shared this confidence.

Behaviour

- The behaviour of pupils is good
- With rare exceptions, pupils' behaviour around the academy is exemplary. Pupils show respect for one another, for the academy and the resources they use. Pupils wear their uniform with pride. Overwhelmingly, they attend well and arrive punctually with everything needed for the day.
- Pupils demonstrate very positive attitudes to their learning. Pupils work hard, showing interest and determination. Pupils understand that standards in the academy are rising and this motivates them to achieve more highly, individually. Pupils told inspectors, 'We just don't give up any more.'
- The code of conduct, adults' care and attention, and good supervision all support pupils to behave well. Pupils are enabled to make apologies and redeem their mistakes. Exclusion is applied judiciously and in partnership with other agencies, to support pupils and their families.
- Lunchtime is a highlight of the school day. Manners and healthy eating are promoted well by cooks and supervisory staff. Pupils eat politely, using proper crockery and cutlery, while sitting at properly laid tables. Pupils enjoy each other's company and that of the staff, whose personal attention pre-empts any playground problems.
- The majority of pupils attend well. However, a small number of parents do not fulfil their legal duty to ensure their children attend school every day. This is despite the best efforts of the academy, ranging from offers of friendly family support at first, to the appropriate use of formal procedures.

Outcomes for pupils are good

- A significant and sustained trend of improvement has been established in pupils' achievement, throughout the academy.
- In 2015, the proportion of pupils at the academy who achieved the expected score in the national phonics (letters and sounds) screening activity more than doubled compared with 2014, to above the national average.
- In 2015, pupils' achievement at the end of Key Stage 1 improved to above the national average in reading and mathematics, and close to this figure in writing. This achievement represented very good progress for

all groups of pupils, often from low starting points at the end of Reception Year. In both reading and mathematics, the proportions of pupils who achieved at the highest assessment level were significantly above the national average.

- Throughout Key Stage 2, pupils made good progress in the last school year. This included in Year 6, where pupils made more progress in a single year than over the whole of the three years before. Nevertheless, in 2015 the academy failed to meet the government's current floor targets which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at age 11.
- Building on the good progress established in the last school year, pupils throughout the academy are making accelerated progress. As a result, increasing proportions are on-track to reach the standards expected nationally at age 7 and 11, including pupils now reaching the end of Key Stage 2.
- The achievement of pupils supported by the pupil premium is improving rapidly. In a number of year groups, these pupils are making even better progress than the accelerated progress of their peers. Throughout the academy, gaps between pupils supported by the pupil premium and others are closing.
- At the end of Key Stage 1 in 2015, the gap between the attainment of pupils supported by the pupil premium and others nationally reduced significantly, and to only a small margin in reading and mathematics. Nevertheless, at the end of Key Stage 2 in 2015, despite their rapid progress during Year 6, pupils supported by the pupil premium left the academy more than a year behind others nationally in reading, writing and mathematics, and more than two years behind in spelling and grammar. In relation to their peers at the academy, these pupils finished Year 6 more than two terms behind in mathematics and reading, and more than a term behind in writing, and spelling and grammar.
- Many disabled pupils, those with special educational needs, and those who need to catch up are now making faster progress than their peers. Pupils told inspectors how the support they receive boosts their confidence and motivates them to work hard to improve.
- The most-able pupils are also making good progress throughout the academy, moving ahead towards the higher than expected levels at ages 7 and 11. The most-able pupils also develop the depth of their learning through: investigations in mathematics, opportunities to write freely in 'Friday Fandango', and the investigative approach being adopted towards the wider curriculum.
- Pupils who speak English as an additional language often make very good progress from low starting points, including in phonics.

Early years provision

is good

- A high proportion of children enter the Reception Year with levels of learning below those typical for their age. All groups of children make good progress from their different starting points. Pupils who speak English as an additional language make exceptional progress. In 2015, the proportion of children achieving a good level of development at the end of the Reception Year almost tripled compared with 2014, to above the national average. As a result, children are very well prepared for the challenges and opportunities of Year 1 and beyond.
- Teaching in the Reception Year is good. Phonics is taught well, together with early skills for writing and mathematics. Children are provided with imaginative and creative activities reflecting all the areas of the early years curriculum, inside and outside. Skilled observation and assessment enables adults to identify promptly children's next steps and to design specific activities to promote these well. Clear guidance from teachers ensures that all the adults know exactly the purpose of each activity. However, adults do not always ensure that their interaction with children during activities promotes precisely the progress intended.
- Wide-ranging professional development has been provided for staff and continues in line with identified priorities. Sensibly, this includes making the best possible use of the newly revitalised outdoor area, to accelerate children's learning further and boost positive attitudes to school.
- Safeguarding is securely in place. All the staff know and follow procedures well. Staff care deeply for the welfare and progress of every child. Staff review children's progress and well-being daily, so all adults are aware of any individual needs. Tiffs between children are sorted out swiftly, and opportunities to share and learn with others promoted constantly. As a result, children behave well and learn to look to adults for an example or for help.
- Parents are rightly delighted with the care and education their children receive. Parents value the good communication and ready contact about any accidents or incidents. Parents know from experience that staff are more than ready to respond to any questions or concerns and they find this reassuring.

School details

Unique reference number	139070
Local authority	Surrey
Inspection number	10005270

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair	Clare Collins
Headteacher	Neil McDonough
Telephone number	01483 598956
Website	www.veyfield-tkat.org
Email address	office@veyfield-tkat.org
Date of previous inspection	16–17 September 2014

Information about this school

- Weyfield Academy is a larger than average-sized primary school.
- Most pupils come from White British families. A higher-than-average proportion of pupils come from a mix of minority ethnic groups. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who are disabled or have special educational needs is above average.
- The proportion of pupils for whom the academy receives the pupil premium is well above average.
- In 2015, the academy did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at age 11.
- Weyfield Primary Academy converted to become an academy on 1 February 2013. The academy is supported by the Kemnal Academies Trust (TKAT).

Information about this inspection

- Inspectors observed teaching throughout the academy, heard pupils read and looked at pupils' work in their books and on display.
- Meetings were held with the headteacher and other leaders, governors, and a representative from TKAT.
- Inspectors met with a group of pupils, observed playtime and lunchtime, and talked with pupils and staff around the academy.
- Inspectors talked with parents at the start of the day, and considered 35 responses to Ofsted's online questionnaire, Parent View.
- Inspectors looked at a range of documents including: plans for what pupils will learn, leaders' evaluation of the academy's performance, the academy's improvement plans, information relating to the academy's use of government sports funding and the pupil premium, governing body records and TKAT reports.
- Checks were made of arrangements for keeping pupils safe, pupils' attendance records and behaviour and incident logs. Inspectors scrutinised leaders' analysis of pupils' progress, and records of the quality of teaching.

Inspection team

Siân Thornton, lead inspector

Richard Owen

Her Majesty's Inspector

Ofsted Inspector

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