

Inspection of a good school: Weeke Primary School

Stoney Lane, Weeke, Winchester, Hampshire SO22 6DR

Inspection dates: 3 and 4 July 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils flourish at Weeke Primary School and benefit from 'irresistible learning', which is one of its key aims. The school has an unwavering determination to provide the highest quality of education to all pupils. As a result, pupils receive an excellent start to their education and achieve very well, particularly in reading and mathematics.

Pupils are right to be proud of their school. From the start of the Reception Year, the school prioritises building positive relationships between staff and pupils. These shine through their interactions. Pupils have overwhelmingly excellent attitudes to their learning in all years. They know exactly what is expected of them because inspiring staff teach them how to behave. Staff and governors frequently consult pupils about many aspects of school life. This means pupils know that their opinions are valued. They have a deep appreciation of, and respect for, the many differences that exist between people.

The school has developed an extensive range of experiences that extend well beyond the academic curriculum. Underpinning this is a deep ethos of inclusion. Disadvantaged pupils, including pupils with special educational needs and/or disabilities (SEND), experience a variety of new opportunities. For example, digital photography and architecture workshops have opened pupils' eyes to new pursuits.

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

This school is very self reflective. It is constantly striving to deliver the best provision for all of its pupils. A highly ambitious curriculum has been implemented that enables pupils, including those with SEND, to achieve highly. From the start of early years, pupils become confident and articulate learners. They relish the opportunity to discuss their learning and take pride in their successes.

Reading is prioritised. Pupils benefit from a phonics programme that well-trained staff deliver to a consistently high standard. Staff make frequent checks on pupils' phonics knowledge, identifying pupils that would benefit from extra help. These pupils receive the additional support that they need. Once phonic knowledge has been secured, pupils become highly confident and fluent readers.

This high-quality education is seen in many other subjects, including early years. Teachers have strong subject knowledge and use effective methods of teaching. Teachers consistently check for gaps in pupils' knowledge and to make sure that pupils understand new learning. In mathematics, pupils receive consistently strong teaching that ensures that they make excellent progress through the curriculum. The school's strong ethos for physical activity is developed through a highly effective physical education (PE) curriculum. Even with these strengths, the school continually evaluates the curriculum to see what can be even better. This is because the teaching in a few subjects is occasionally not as highly effective. However, pupils are still supported to achieve very well and learn important knowledge by the end of Year 6.

This is a truly inclusive school. The school caters very well for pupils with SEND. They are successful learners. Staff swiftly identify any needs the pupils may have. This starts in the early years, where staff work closely with children and their families to ensure that support is put into place quickly. The pupils on the 'Inclusion Council' ensure the views of all pupils are heard.

Pupils' very strong behaviour ensures they show the highest standards of conduct. They are friendly and polite, eager to offer a cheery greeting to anyone that they meet as they travel around school. They engage very well in all learning activities. As a result, pupils love attending school and pupils' attendance is high. When it drops slightly for some pupils, staff go the extra mile to work closely with families so attendance improves rapidly.

The school's approach to supporting pupils' personal development is exceptional. It carefully plans opportunities to extend pupils' experiences. This is underpinned by character development that weaves through the curriculum. The wider curriculum is designed to help prepare pupils for their future lives. Pupils have ample opportunities to develop and showcase their interests, for instance through performances, sports events and talent shows.

Governors are highly effective in holding the school to account. They ensure that they have the information that they need to accurately evaluate the school's strengths and to identify any areas for improvement. Staff feel valued and are proud to work at the school. Leaders and governors consider staff workload and well-being when making changes. They ensure that staff are well trained to improve their teaching and know how best to support pupils' learning. Parents are overwhelmingly supportive of the school. They value the difference the school makes to their children. Parents praise the care and support the school provides for all its pupils.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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

School details

Unique reference number	116242
Local authority	Hampshire
Inspection number	10341426
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair of governing body	Sheila Alderson
Headteacher	Jonathan Kirkham
Website	www.weekeprimary.com
Date of previous inspection	8 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school currently uses one unregistered alternative provider.
- There is a breakfast club and an after-school childcare provision run by the school on-site.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, physical education (PE) and art and design. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also looked at additional curriculum plans and work for writing, mathematics, music, geography and design technology.
- The inspector met with the headteacher, the deputy head and other leaders within the school. The lead inspector also met with five members of the governing board including the chair, and an educational representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of the school's documentation including minutes of governing body meetings and behaviour incident logs.
- The inspector considered the views of parents shared through Ofsted Parent View.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as the staff survey.
- The inspector gathered pupils' views throughout the inspection, including through discussions, during classroom visits and at lunchtime.

Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

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