



Weyford Nursery and Primary Academy

Address: Weyford Nursery and Primary Academy, Mill Chase Road, Bordon, Hampshire, GU35 0ET

Unique reference number (URN): 148215

Inspection report: 24 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Most pupils attend school regularly and on time. Leaders successfully use a range of well-considered strategies to promote positive attitudes to attendance. This includes making effective use of data to understand attendance patterns across the school. Leaders act swiftly to identify and address any barriers to regular attendance, providing targeted support for those who need it. Leaders review their approaches to improving pupils' attendance regularly to ensure that they are working well. This helps attendance rates to improve and persistent absence to decrease over time.

Pupils generally behave well. Their conduct is positive. The school is calm. Pupils are respectful and courteous to one another and to adults. In lessons, most pupils listen attentively and engage well in learning. Leaders have established a consistent approach to managing behaviour. They ensure that any incidents of bullying or discrimination are dealt with swiftly and effectively. Since the previous inspection, leaders have improved how they address more challenging or inappropriate behaviour. This has ensured that incidents of unacceptable behaviour are now rare.

Curriculum and teaching

Expected standard 

The school has an ambitious curriculum. It clearly identifies the knowledge and skills pupils need to learn to develop their understanding and achieve well. Leaders maintain clear oversight of the content and quality of the school's curriculum. This ensures that they know which aspects need to improve further.

Leaders ensure that staff use effective, research-informed approaches to teaching. Suitable training ensures that staff have the subject knowledge they need to explain new content with confidence. Generally, teachers use well-considered strategies to ensure that all pupils engage well. Suitable adaptations and support ensure that pupils with special educational needs and/or disabilities can access the curriculum effectively. Mostly, teachers make appropriate checks on what pupils know and can do before introducing new ideas. This enables staff to identify gaps in pupils' understanding and address these quickly. There are occasional inconsistencies in teaching. This is because the school's agreed approaches have not had time to embed completely.

Learning important knowledge in English and mathematics is a priority. Leaders ensure that pupils learn phonics right from the start of Reception using a carefully structured programme. Through careful teaching and regular practice, pupils develop fluent and legible handwriting. The well-structured mathematics curriculum ensures that pupils learn about number and basic calculation strategies swiftly and effectively.

Early years

Expected standard 

Leaders are determined that children will get off to a great start in their education. The well-planned early years curriculum identifies the important knowledge that children must learn to be ready for key stage 1. Nursery staff assess children's starting points well. They carefully

identify any gaps in children's communication, language, social, emotional and physical development. Staff plan effectively to address these gaps swiftly so that children catch up quickly with their peers.

Throughout the early years, leaders focus sharply on reading. In Nursery, children enjoy listening to stories and joining in with familiar rhymes and songs. This prepares them well for learning to read. In Reception, children learn phonics right from the start. They benefit from regular opportunities to apply their phonics knowledge to read and write successfully. Staff interact well with children as they play. They use a range of effective strategies to develop children's thinking, assess their understanding and provide the support they need.

Leaders ensure that the school meets the statutory requirements for early years welfare and care. The school maintains effective partnerships with parents and carers. For example, parents appreciate regular opportunities to share work or special events with their children.

Inclusion

Expected standard 

Leaders have established clear systems to identify pupils' additional needs quickly and accurately. The school uses this information rigorously to determine the support that pupils need to access the curriculum. Leaders use information from pupils' education, health and care plans and personal education plans to inform additional support for those pupils who need it. The school provides carefully planned intervention programmes for those who need help to catch up or keep up with the academic curriculum. This includes using well-chosen programmes to address pupils' gaps in early language and mathematics. In addition, thoughtful pastoral provision offers pupils purposeful support for their social, emotional and mental health needs. For example, the school provides several calm spaces for pupils to access when needed.

Leaders regularly check the effectiveness of the school's inclusion work. They use information from these checks to inform staff training. This training ensures that staff know what they need to do to meet pupils' needs effectively.

Leaders use additional funding, such as the pupil premium grant, appropriately to improve pupils' academic success and broaden their opportunities. Leaders make sure that any alternative provision is suitable and appropriate to meet pupils' needs effectively.

Leadership and governance

Expected standard 

Leaders have a clear and accurate understanding of the school's strengths and aspects that need to improve. Since the previous inspection, school leaders, ably supported by their multi-academy trust, have identified the right improvement priorities. They have taken appropriate steps and made the necessary changes to address these priorities effectively. This work is having a positive impact on the experiences of the pupils. On the whole, pupils now learn the knowledge and skills they need to achieve well. Leaders' decision to prioritise the teaching of reading is already having a positive impact. Most pupils now secure age-appropriate phonics knowledge by the end of Year 1. Furthermore, leaders know exactly what they need to do now to ensure that pupils achieve consistently well across the school. Leaders, including those responsible for governance, have established suitable systems, processes and approaches to continue to improve the school further.

Leaders and those responsible for governance are ambitious to achieve the very best for the pupils. Through high-quality staff training and development, leaders have established a culture that prioritises inclusion for all and effective approaches to teaching and learning. Staff value the opportunities they have to develop their expertise. They appreciate the support they receive from leaders to manage their work load effectively and do their jobs well. Furthermore, teachers at the early stages of their careers receive appropriate and timely support to develop their professional knowledge and skills.

Personal development and wellbeing

Expected standard 

The school has a clear, coherent and appropriate programme of personal development. The well-planned curriculum ensures that pupils develop the age-appropriate understanding of relationships and health education required by law. For example, older pupils maturely explain their understanding of growing up and puberty. In addition, most pupils have a secure knowledge of healthy relationships. Pupils learn the knowledge they need to prepare them well for life in modern Britain. They demonstrate accepting attitudes of differences in society. Pupils understand how to recognise dangers to their safety, both online and when out in the community. They know that they can maintain a healthy lifestyle by eating healthily and taking regular exercise. Pupils also learn about the importance of getting sufficient sleep and fresh air to keep themselves fit and well. Leaders ensure that pupils have regular opportunities to focus on their mental health and wellbeing. For instance, leaders support pupils to develop self-awareness and the ability to self-regulate their emotions.

Leaders ensure that all pupils, particularly those who are disadvantaged, benefit from a range of wider opportunities that enhance and enrich their learning. Leaders have identified that many pupils have gaps in their wider knowledge, skills and experiences. The school's wider personal development programme provides appropriate opportunities to address these gaps. For example, pupils' learning in subjects such as history and science is enriched through trips to museums and other places of interest, such as a farm or the zoo. In addition, visitors into school, such as medical professionals and the police community support officer, help pupils to understand how to keep themselves healthy and safe.

Needs attention

Achievement

Needs attention 

In recent years, pupils' achievement in national tests at the end of key stage 2 has been too low, including for disadvantaged pupils. Leaders' work to improve pupils' academic outcomes means that more pupils are now on track to achieve well. This is particularly notable in early years and key stage 1. Most children now leave Reception with age-appropriate knowledge and skills. The school's work to improve pupils' phonic knowledge is impressive. By the time pupils leave Year 1, most have learned the phonics knowledge they need. However, while improvements can be seen for current pupils in key stage 2, these are not reflected in how well pupils achieve by the end of Year 6. Pupils' knowledge across the curriculum varies. In some subjects, pupils remember their learning well. For example,

pupils confidently recall important vocabulary in history and geography. However, in some other subjects, pupils are less clear about what they have learned.

What it's like to be a pupil at this school

Pupils are happy at this school and feel safe. They benefit from the many improvements that leaders have made since the previous inspection. Pupils behave well. The school environment is calm and purposeful. Pupils value the positive relationships between pupils and staff and with their peers. They appreciate the secure routines and kind staff. Bullying is rare but is dealt with effectively when it happens. Pupils trust adults to help them with any worries or concerns. At social times, pupils play well together, enjoying the wide range of activities on offer. These help pupils to develop appropriate and effective social skills.

Leaders are ambitious for pupils to achieve well. Pupils in the early years and key stage 1 generally learn the knowledge and skills they need to be ready for their next steps. Over time, pupils in key stage 2 have not achieved as well as they should. Leaders are aware of this. They are taking the right steps to make sure that this improves.

Pupils benefit from a wide range of opportunities that enhance and enrich their learning. All pupils have the opportunity to perform to a live audience every year if they so wish. Pupils, including those who have special educational needs and/or disabilities or who are disadvantaged, have diverse opportunities to develop their talents and interests. Pupils particularly enjoy badminton, art and construction clubs, such as play dough and LEGO. Pupils build confidence and resilience through taking part in competitive sports within school and in the wider community. They learn how to make a positive contribution to society by taking on leadership roles and raising money for charity. Pupils are particularly proud that they choose the charities that the school supports and decide on the fundraising activities they will do.

Next steps

- Leaders need to continue their work to improve how well pupils achieve in key stage 2 so that all pupils have the knowledge and skills they need across the curriculum to be ready for their next steps.
- Leaders need to continue to embed the improvements they have made to curriculum and teaching to ensure that the school's agreed approaches are used consistently across the school.

About this inspection

This school is part of the University of Chichester Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief

executive officer, Jennese Alozie, and overseen by a board of trustees, chaired by Chris Shelton.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other senior leaders and the chair of the local governing body. The lead inspector also met with officers from the multi-academy trust, including the chief executive officer and the chair of the board of trustees.

The inspectors confirmed the following information about the school:

The school uses 2 unregistered providers of alternative provision.

The school has a nursery that offers places for 2-, 3- and 4-year-old children.

Head teacher: Chris James

Lead inspector:

Sue Keeling, His Majesty's Inspector

Team inspectors:

Sarah Hilditch, Ofsted Inspector

Lucy Phillips, Ofsted Inspector

Lea Hannam, Ofsted Inspector

Deirdre Crutchley, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 March 2026

School and pupil context

Total pupils

442

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

630

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

24.88%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.26%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.05%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	35%	61%	Below
2024/25 (revised)	38%	62%	Below
2023/24 (final)	25%	61%	Below
2022/23 (final)	45%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	74%	Below
2024/25 (revised)	57%	75%	Below
2023/24 (final)	39%	74%	Below
2022/23 (final)	61%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	72%	Below
2024/25 (revised)	55%	72%	Below
2023/24 (final)	38%	72%	Below
2022/23 (final)	63%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	73%	Below
2024/25 (revised)	43%	74%	Below
2023/24 (final)	41%	73%	Below
2022/23 (final)	54%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	17%	46%	Below
2024/25 (revised)	7%	47%	Below
2023/24 (final)	18%	46%	Below
2022/23 (final)	27%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	62%	Below
2024/25 (revised)	36%	63%	Below
2023/24 (final)	29%	62%	Below
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	29%	59%	Below
2024/25 (revised)	21%	59%	Below
2023/24 (final)	18%	58%	Below
2022/23 (final)	55%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	21%	60%	Below
2024/25 (revised)	7%	61%	Below
2023/24 (final)	24%	59%	Below
2022/23 (final)	36%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	17%	68%	-51 pp
2024/25 (revised)	7%	69%	-62 pp
2023/24 (final)	18%	67%	-50 pp
2022/23 (final)	27%	66%	-39 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	80%	-39 pp
2024/25 (revised)	36%	81%	-45 pp
2023/24 (final)	29%	80%	-50 pp
2022/23 (final)	64%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	29%	78%	-49 pp
2024/25 (revised)	21%	78%	-57 pp
2023/24 (final)	18%	78%	-60 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	55%	77%	-23 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	21%	80%	-58 pp
2024/25 (revised)	7%	81%	-73 pp
2023/24 (final)	24%	79%	-56 pp
2022/23 (final)	36%	79%	-43 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	6.3%	5.5%	Above
2022/23 (3 term)	6.1%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.5%	13.3%	Close to average
2023/24 (3 term)	18.4%	14.6%	Above
2022/23 (3 term)	17.6%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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