

Weston Park Primary School

Address: Newtown Road, Weston, Southampton, Hampshire, SO19 9HX

Unique reference number (URN): 145068

Inspection report: 14 July 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.

Strong standard ●

Curriculum and teaching

Strong standard ●

Careful consideration is given to all aspects of teaching, learning and the learning environment. This results in a highly consistent approach across the school. Leaders have established a shared understanding of effective pedagogy, which is evident in classroom practice. Teachers make frequent checks on pupils' understanding to assess learning accurately and identify misconceptions swiftly. Teachers use this information well to make effective adaptations that maximise learning. Pupils are familiar with lesson routines and structures. This consistency helps them to engage very confidently in their learning.

Teaching in core subjects, including phonics, handwriting and mathematics, is highly effective. The school's clear emphasis on developing pupils' oracy skills is reflected in the quality of classroom discussion. Staff have high expectations for pupils' participation and responses. Support staff are deployed very effectively to support learning and access to the curriculum. Well-considered adaptations reduce barriers to learning and enable all groups of pupils, including those with special educational needs and/or disabilities, to learn successfully alongside their peers.

The school's ambitious and engaging curriculum is carefully mapped to ensure that pupils develop both the substantive and disciplinary knowledge required to achieve well across subjects. Leaders' detailed monitoring gives them a clear understanding of how effectively the curriculum is being implemented.

Early years

Strong standard ●

Children typically enter the Reception Year with knowledge and skills that are below those expected for their age. The early years curriculum is thoughtfully designed to focus on the skills that children need to develop first. As a result, children make considerable progress from their starting points. Children flourish in the early years.

Secure relationships between staff and children underpin all aspects of learning. Staff know children very well. They understand when to step back to promote independence and when to intervene to move learning forward. Interactions are consistently high quality. Communication and vocabulary development are prioritised. Adults provide clear explanations, checking understanding and extending children's thinking through skilful questioning. Staff make the most of opportunities in the moment to reinforce and deepen learning.

Direct teaching sessions and independent activities are carefully planned and delivered. Children receive precise feedback. For example, adults ensure that children learn to hold a pencil correctly and form letters accurately, while providing additional support for those who are still developing these skills. Children move between activities quietly and calmly. Leaders prioritise emotional regulation from the start of the year through regular teaching about feelings, staying safe and identifying trusted adults. These important concepts are reinforced through daily interactions and throughout the learning environment.

Leaders' rigorous systems underpin the school's highly inclusive culture. This ensures that pupils with a wide range of needs receive an effective and equitable educational offer. Thorough identification and assessment processes mean that pupils' needs are recognised promptly, both when they join the school and as needs emerge over time. Leaders and staff work closely together to analyse the progress of educationally vulnerable pupils. This sharp understanding enables them to refine provision and target support precisely where it is needed most.

Consistent and well-embedded procedures are clearly understood by staff and applied effectively across the school. Pupils benefit from a coherent and responsive approach to support. The school has established highly effective partnerships with external agencies, bringing additional expertise to its work. This is particularly evident in the support provided for pupils with more complex special educational needs and/or disabilities, including those with education, health and care plans.

A high proportion of pupils are eligible for pupil premium funding. Leaders use this funding strategically to remove barriers to learning and enrich pupils' experiences. Consequently, disadvantaged pupils achieve well and benefit fully from the opportunities available. Timely referrals, effective information-sharing and powerful partnership working, including with the virtual school, ensure coordinated support for the many pupils who are currently known, or were previously, to social care.

Leadership and governance

Leaders have an accurate and insightful understanding of the school's context. They draw on their own findings, alongside data and the views of staff and pupils, when planning their work. This enables them to identify priorities precisely and evaluate the impact of their work. Trust leaders share this understanding and provide a well-judged balance of support and challenge that continues to drive improvement.

The school is outward facing and contributes positively to improvement across the trust and beyond. Leaders regularly host visits and training events to share effective practice with other schools. They are also proactive in seeking opportunities to learn from other education systems internationally. Partnerships with schools in other countries have informed developments in curriculum design and teaching approaches.

Staff speak positively about working at the school. They feel valued and appreciate the professional development available. Effective governance at both local and trust board level complements leaders' work. Governance provides informed support, challenge and a clear commitment to equity and high achievement for all pupils. Parents and carers frequently praise the support provided for their children, the exciting opportunities available and the school's positive impact on pupils' development and wellbeing.

Leaders are deeply committed to serving their community and living out their vision to 'create endless opportunities' for pupils. Their inclusive vision extends beyond those on roll at the school, reflected in the successful integration of a satellite provision for pupils with special educational needs and/or disabilities. Where appropriate, these pupils access

learning and experiences alongside their peers in the mainstream classes, benefiting from the school's wider offer.

Personal development and wellbeing

Strong standard 

The school's carefully tailored personal development programme reflects the specific needs and context of its community. As a result, pupils, including those who are disadvantaged, have access to experiences that broaden their aspirations, deepen their understanding of the world and support their future success. A deliberate emphasis on personal safety, relationships, wellbeing and risk awareness ensures that pupils are very well prepared to make informed decisions and keep themselves safe, both now and in the future. Leaders enrich the curriculum through highly effective partnerships with local and wider organisations.

The impact of the school's work is evident in pupils' knowledge, behaviour and confidence. Pupils recall important messages from weekly safety assemblies. For example, they demonstrate a secure understanding of water safety when discussing visits to the nearby coast, including when it is safe to enter the water and what action to take if they encounter difficulties. Pupils also have a well-developed understanding of online safety. They speak knowledgeably about the risks associated with artificial intelligence, misinformation and harmful online content. They understand how to protect themselves when using technology.

Leaders are ambitious for pupils and provide a wide range of opportunities to raise aspirations and expand horizons. These include visitors from different professions and links with Southampton University.

Pupils develop a secure understanding of protected characteristics and learn about different faiths, cultures and traditions through a carefully planned programme of experiences. Extensive opportunities for leadership, debate and democratic participation help pupils to understand the importance of respect, responsibility and citizenship.

The school's work to promote positive mental health is also effective. Pupils understand the support available to them, including classroom worry boxes, trusted adults and additional emotional support. They are confident that staff will help them if concerns arise. Older pupils feel well prepared for secondary school. They value the extensive range of clubs and enrichment opportunities that have enabled them to develop new interests, talents and confidence.

Expected standard

Achievement

Expected standard 

The impact of the school's high-quality curriculum and consistently effective teaching is evident in pupils' improving outcomes. In 2025, attainment in reading improved significantly. This meant that outcomes at the end of key stage 2 were in line with national averages across all subjects at the expected level. Many children join the school with very low starting

points. However, skilled phonics teaching and well targeted support secure Year 1 phonics check outcomes that are consistently in line with national averages.

A high proportion of pupils are disadvantaged. These pupils achieve well, typically attaining in line with disadvantaged pupils nationally. In recent years, gaps between disadvantaged pupils in the school and their non-disadvantaged peers nationally have narrowed across all measures.

Pupils typically acquire secure knowledge across the curriculum. Their work is consistently well presented and demonstrates the effective application of core skills across a wider range of subjects. Pupils show secure oracy skills, when explaining their thinking and discussing their learning.

Attendance and behaviour

Expected standard 

Leaders and staff share a relentless commitment to ensuring that every pupil benefits from the opportunities available at school. As a result, rates of persistent absence are reducing, reflecting increasingly positive attitudes towards attendance in the school community. Although attendance remains below national averages, it is improving.

Leaders' determination to improve attendance and establish a positive culture of regular school attendance is palpable. They analyse attendance information forensically, enabling them to identify patterns quickly and respond to emerging concerns. They work closely with families through a bespoke and supportive approach. When required, they also deliver clear and robust messages to make it clear how absence is affecting pupils' learning and wider experiences.

Pupils' behaviour is exemplary. They arrive at school ready to learn and respond extremely well to staff's high expectations. In lessons, pupils articulate their ideas confidently, listen carefully to others and challenge views respectfully. Transitions throughout the school day are impressively calm and orderly. Whether returning to classrooms after busy social times or moving around the school by themselves, pupils consistently demonstrate self-discipline and a clear understanding of expectations, including to 'walk and don't talk'. Pupils feel safe and are confident to report any concerns, knowing that staff will address them swiftly.

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

Pupils do not want to miss out on their learning or the rich opportunities that Weston Park provides. They cherish the school's 'magic moments', which help to promote positive attitudes to attending regularly. Pupils proudly collect stamps to spend at the eagerly anticipated attendance shop. As attendance continues to improve, more pupils benefit from the full breadth of opportunities the school provides. This contributes to pupils' improving achievement, including in national tests, and ensures that they are well placed for future success.

Pupils' wonderful behaviour creates the calm and caring atmosphere within the school. They understand the importance of established routines and expectations in helping everyone to

feel safe and ready to learn. Pupils appreciate being recognised for their efforts. They also value opportunities to celebrate the achievements and kindness of others, for example, through the appreciation box.

Pupils speak enthusiastically about their learning. They understand the school's consistent approach to teaching, describing how new concepts are introduced, practised together and then applied independently. Pupils recognise how the school's emphasis on oracy helps them to communicate with confidence. Classroom prompts, including the 'little and often' boards, support pupils to recall and build upon prior learning effectively.

From the early years onwards, pupils develop a mature understanding of the importance of respecting different needs and experiences. Pupils view additional support as a positive and normal aspect of school life. This reflects the school's deeply embedded culture of inclusion. As pupils explain, everyone is welcome, valued and treated fairly.

Pupils develop a secure understanding of democracy through opportunities to vote for leadership positions, including Heads of Federation and School Councillors. These roles help pupils to develop responsibility and make a meaningful contribution to the life of the school. Pupils value having a voice and understand that their views are listened to and can influence decision-making.

Next steps

- Leaders should maintain their rigorous focus on improving attendance for all pupils, so that attendance continues to rise and the number of pupils who are persistently absent continues to decrease.
 - Leaders should ensure that the consistently high quality of teaching is sustained, so that pupils achieve increasingly well, including a greater proportion attaining higher standards in all national tests.
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About this inspection

The headteacher of this school is James Wiltshire. This school is part of Hamwic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Robert Farmer, and overseen by a board of trustees, chaired by Gary Plummer.

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.

Inspectors spoke with the headteacher, other school leaders, the CEO and other trust leaders during the inspection. Inspectors also spoke with a trustee and a member of the local governance committee, staff, parents and carers and pupils during the inspection.

The school is part of the Weston Schools Federation. The school works closely with the nearby federated infant school. The executive headteacher leads both schools and there is a shared governing body across the federation.

The inspectors confirmed the following information about the school:

The school uses one unregistered alternative provision.

Executive Headteacher: James Wiltshire

Lead inspector:

Katie Hancock, His Majesty's Inspector

Team inspectors:

Rebecca Greenhalgh, Ofsted Inspector

Vickie Farrow, Ofsted Inspector

Anna Webb, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

518

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

750

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)

59.46%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

4.05%

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

8.69%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Above 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	54%	61%	Below
2024/25 (final)	62%	62%	Close to average
2023/24 (final)	49%	61%	Below
2022/23 (final)	48%	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	63%	74%	Below
2024/25 (final)	74%	75%	Close to average
2023/24 (final)	53%	74%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	58%	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	69%	72%	Close to average
2024/25 (final)	72%	72%	Close to average
2023/24 (final)	68%	72%	Close to average
2022/23 (final)	66%	71%	Close to average

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	72%	73%	Close to average
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	64%	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	45%	46%	Close to average
2024/25 (final)	55%	47%	Close to average
2023/24 (final)	45%	46%	Close to average
2022/23 (final)	33%	44%	Close to average

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	57%	62%	Close to average
2024/25 (final)	74%	63%	Close to average
2023/24 (final)	48%	62%	Below
2022/23 (final)	47%	60%	Below

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	64%	59%	Close to average
2024/25 (final)	66%	59%	Close to average
2023/24 (final)	67%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	58%	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	63%	60%	Close to average
2024/25 (final)	68%	61%	Close to average
2023/24 (final)	71%	59%	Above
2022/23 (final)	49%	59%	Close to average

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	45%	68%	-23 pp
2024/25 (final)	55%	69%	-14 pp
2023/24 (final)	45%	67%	-22 pp
2022/23 (final)	33%	66%	-33 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	57%	80%	-22 pp
2024/25 (final)	74%	81%	-7 pp
2023/24 (final)	48%	80%	-32 pp
2022/23 (final)	47%	78%	-32 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	64%	78%	-14 pp
2024/25 (final)	66%	78%	-12 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	58%	77%	-20 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	63%	80%	-17 pp
2024/25 (final)	68%	81%	-13 pp
2023/24 (final)	71%	79%	-8 pp
2022/23 (final)	49%	79%	-30 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 (3 term)	8.1%	5.2%	Above
2023/24 (3 term)	8.3%	5.5%	Above
2022/23 (3 term)	7.6%	5.9%	Above

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 (3 term)	28.0%	13.0%	Above
2023/24 (3 term)	29.3%	14.6%	Above
2022/23 (3 term)	24.4%	16.2%	Above

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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