

# Westfield Infant School

## Inspection report

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<b>Unique Reference Number</b>	119929
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	358651
<b>Inspection dates</b>	29–30 March 2011
<b>Reporting inspector</b>	Derek Aitken

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	266
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hazel Smith
<b>Headteacher</b>	Jill MacLauchlan
<b>Date of previous school inspection</b>	5 February 2008
<b>School address</b>	Ashford Road Hinckley LE10 0JL
<b>Telephone number</b>	01455 637558
<b>Fax number</b>	01455 613494
<b>Email address</b>	admin@westfield-inf.leics.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 lessons and saw 11 teachers. A detailed scrutiny of pupils' written work was carried out. Inspectors held discussions with members of the governing body, staff, groups of pupils and a very few parents and carers. The inspectors observed the school's work and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 118 parents and carers and 38 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the school's judgement that all significant groups of pupils make outstanding progress is justified.
- The school's judgement that teaching and assessment have improved to outstanding since the previous inspection.
- The degree to which outcomes for children in the Reception Year have improved through changes in provision.

## Information about the school

Westfield is larger than most infant schools, and the number of pupils enrolled at the school is steadily growing. A very large majority of pupils come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is average. The percentage of pupils with special educational needs and/or disabilities is slightly above average. The proportion of pupils with a statement of special educational needs is much larger than is usually the case. These pupils have a range of moderate learning difficulties, including speech and language. Fifteen of these pupils are taught in the Moderate Difficulties Unit, the school's resourced provision for special educational needs. Children in the Early Years Foundation Stage are taught in three Reception classes.

The school has Healthy Schools status and holds numerous other awards. These include the Activemark, Inclusion Mark and Eco-schools Green Flag.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Westfield Infants is an outstanding school. Aspirations for pupils' well-being and academic progress are high. These are backed up by excellent organisational systems which ensure maximum consistency in all aspects of the school's work. Procedures run like clockwork and no time is wasted, so that full attention is given to fulfilling every child's needs. Attainment by Year 2 is above average for mainstream pupils. This represents exceptional progress from pupils' starting points when they join Year 1. Children in Reception and pupils in the Moderate Difficulties Unit also make excellent progress due to high quality provision and exceptional leadership in both instances. Outcomes for pupils are outstanding and this means that the school provides an excellent foundation for the next stages of pupils' lives.

Key factors in the school's success are the high expectations of the staff, spurred on by the headteacher's unremitting focus on continuous improvement. This has ensured that considerable strides have been taken since the school was last inspected. Governors have played a conspicuous role in ensuring a significant increase in pupils' attendance rates which has boosted achievement. Leaders have left no stone unturned in creating an extensive web of productive partnerships to meet pupils' needs to best advantage. Most crucially, the quality of teaching has improved as a result of purposeful, professional development and careful monitoring. Much of the teaching is outstanding, although on a few occasions, opportunities are missed to extend pupils' thinking skills to the full. The curriculum is exceptionally well adapted to meet pupils' needs. The school's policy of grouping pupils by ability for English and mathematics promotes the seamless integration of those pupils in the Moderate Difficulties Unit who would benefit most from working together with their mainstream peers. Pupils play their part in response to the staff's high expectations of their behaviour and the exciting curriculum they receive. Many Year 2 pupils, in particular, show a maturity beyond their years. Pupils concentrate well for extensive periods and are highly responsive in lessons.

The school knows itself exceptionally well. Self-evaluation is highly detailed and very accurate. Leaders take measured steps to ensure that new initiatives are researched thoroughly and embedded carefully into the school's work. Stable staffing and high levels of teamwork have created a confident, but far from complacent, spirit of enterprise. For example, leaders are seeking further to enrich the curriculum by working on the national and international strands of community cohesion. The continual impetus towards achieving excellence ensures that the school's capacity for sustained improvement is exceptional. The school offers excellent value for money.

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## What does the school need to do to improve further?

- Ensure all teachers make the fullest use of opportunities in lessons to extend pupils' thinking skills.
- Further develop and implement focused plans to integrate the national and international aspects of community cohesion into the curriculum.

## Outcomes for individuals and groups of pupils

**1**

Pupils' achievement is outstanding. Their attainment in English and mathematics when they join Year 1 is below average, most notably in writing. By the end of Year 2, attainment is above average for mainstream pupils. Progress in Year 2 is especially rapid as both boys and girls acquire greater maturity. This is reflected not only in the fast pace of pupils' learning in lessons but also in their written work across a wide range of subjects. Pupils take clear pride in what they do and present their work carefully. Over time their writing and number skills demonstrate significant improvement. Pupils respond well to challenging tasks. For example, in an outstanding mathematics lesson, pupils' perseverance and determination enabled them to surmount initial mistakes and solve number problems successfully. Similarly, in an excellent English lesson, pupils demonstrated creativity in identifying a range of useful 'joining words' and descriptive adjectives to embellish character descriptions. Pupils with statements of special educational needs both in the Moderate Difficulties Unit and in mainstream classes make outstanding progress from low starting points, especially in reading and mathematics. They respond exceptionally well to the structured guidance provided. For example, they quickly and confidently discriminated between different types of complex shape in a practically based mathematics lesson.

Pupils' exemplary behaviour and highly positive attitudes towards learning promote their fast progress. They cooperate exceptionally well with each other and the staff and take pleasure in singing 'Well Done' in assembly to celebrate other pupils' achievements. Pupils say they enjoy school because they do 'brilliant things here' and their voice is listened to when staff select topics for study. Pupils develop a strong moral code, which is aligned with the school's values and rules. They take a keen interest in the wider world, for example, by visiting the local community centre to entertain the elderly. Even the younger pupils have a keen understanding of safety considerations; for example, they can explain why plastic is a safer alternative to glass as a waterproofing material. The school's awards for promoting healthy lifestyles are well merited and are reflected in pupils' strong participation in physical exercise. By the age of seven, almost all pupils succeed in swimming without armbands. Pupils make a valuable contribution to the school, for example in fundraising for charities, and in deciding how their budgets will be spent as councillors and as eco-warriors. They are keen to explore other cultures through music, drama and dance.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching has many strengths and these are reflected in highly consistent practice. Teachers' close attention to detail, including the neat organisation of pupils' workbooks and writing materials, sets the tone for the highly productive use of classroom time. Teachers have strong expectations for pupils' behaviour, encouraging them to 'have their good listening ears on,' and they manage pupils expertly. They plan lessons carefully to ensure pupils learn systematically and at a fast pace. Work is closely matched to meet the needs of all groups of pupils, and staff are particularly adept in noticing when individual pupils have mastered a task and are ready to move on to their next challenge. On a few occasions, for example, when checking pupils' understanding, opportunities are missed to stretch pupils fully. Teachers use new technology very effectively to enliven lessons. Teaching assistants question pupils thoughtfully and make detailed notes on the quality of pupils' verbal and written responses. This informs the modification of lesson plans and the school's rigorous tracking systems very well. Teachers mark pupils' work well, thereby enabling pupils to understand clearly what they need to do to improve.

Pupils benefit from a well organised curriculum, which is regularly modified to meet the needs of pupils of all abilities. Close attention is paid to developing pupils' core skills, not only in letters and sounds lessons but across various subjects including religious education. Recent 'boy-friendly' initiatives have proved successful in engaging boys in practical applications of learning, for example, in the construction of 'superhero puppets'.

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The Florence Nightingale topic has stimulated pupils to produce some high quality books of their own. Excellent planning in the Moderate Difficulties Unit enlivens learning and enables pupils to thoroughly enjoy their work, participate productively at their own levels and develop their speaking skills well. Pupils participate enthusiastically in enrichment activities, including residential visits, the lunchtime Multiskills club and 'mad science' workshops. Pupils make good use of opportunities to learn to develop their musical talents, for example, through learning to play the ocarina.

The school's welcoming and purposeful environment is tangible from the time pupils enter school in the morning. The staff promote pupils' aspirations exceptionally well. They reward a wide range of pupils' achievements, which are carefully recorded in the 'Westfield Bear' book. Pupils are proud to receive stars for 'going green' by walking or cycling to school. Targets are used judiciously to encourage pupils to strive to do even better. Pupils whose circumstances may make them vulnerable are supported exceptionally well as leaders are quick to identify and follow up concerns. Rigorous tracking systems, allied to consistent practice, ensure that interventions, for example for pupils with special educational needs and/or disabilities, are well targeted. Careful measures are taken to ensure that the pupils in the Moderate Difficulties Unit can play a full part in the life of the school, for example, as councillors. Above all, pupils feel safe, cared for and valued as there is a strong climate of mutual respect. Pupils' attendance is exceptionally well monitored and this has contributed to an upsurge in the rates of attendance, which peaked last year, when challenging targets were exceeded.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The quality of leadership and management at all levels is outstanding. Rigorous expectations of the staff's performance are met well and morale is high. There is a clear momentum for continuous improvement to realise a vision where only the best will do. Procedures, for example for the monitoring of teaching and learning, are closely related to whole-school priorities and the needs of individual staff. Results of monitoring and tracking are fed into an excellent school development plan and key priorities are tackled with determination. Leaders are clearly focused on tackling discrimination and minimising gaps between groups of pupils, and they monitor interventions vigilantly to ensure their efforts are successful. The school promotes equal opportunities exceptionally well as reflected in the highly positive outcomes for all groups of pupils. Members of the governing body are similarly ambitious and pro-active in their work. They are committed, influential in determining strategy and in evaluating the school and holding it to account. They are highly aware of safeguarding issues and are vigilant in ensuring policies are regularly

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updated. Leaders have implemented valuable programmes to enable parents and carers to support their children with their learning and/or behaviour at home. The school is energetic in sharing its expertise with other schools. A close and fruitful partnership has been developed with the local special school, which assists the integration of the increasing numbers of pupils who transfer there at the end of Year 2. The school makes a good contribution to community cohesion, especially in the local area. Leaders have put some initiatives in place to develop the national and international strands of this work, but these have yet to merge into a sharply defined programme.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children's skills and knowledge when they join Reception are well below those expected, especially in aspects of literacy and numeracy. Excellent teaching, a consistently high level of provision and the staff's keen expectations for children's progress ensure that this gap is narrowed considerably by the end of the year. Children settle quickly, develop firm friendships and become increasingly confident and articulate when answering open-ended questions. They respond well to opportunities to make their own decisions through self-initiated tasks. They behave exceptionally well and are keen to take on 'jobs' to help each other and the staff. The curriculum, with its emphasis on first-hand experience and visits, for example, to the farm and the woods, stimulates children's natural curiosity. It provides children with a range of challenging activities. The teaching of letters and sounds is carefully tailored to children's abilities. Print-rich displays promote children's thinking and assist the development of their reading and writing skills well. Children make good use of opportunities for problem-solving in making chairs for Baby Bear. Well focused teaching, based around long-term themes, for example, Noah's Ark, is very effectively targeted on tackling weaknesses in children's basic skills. The well-qualified staff review their practice regularly and apply their up-to-date knowledge confidently to ensure the best outcomes



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for children. Procedures for assessment have improved since the last inspection. Staff capture the important moments in children's development accurately and use these purposefully to modify planning. Children's achievements are meticulously recorded and carefully moderated to ensure consistency in approach across the three classes. Clear policies and procedures exist to ensure children are safe. The needs of vulnerable children are identified at a very early stage and the staff are quick to meet these through appropriate strategies. Ambitious leadership is characterised by highly effective self-evaluation which has identified a few areas for further improvement. There is a fast-growing and solid sense of partnerships with parents and carers, effectively promoted by workshops and the sharing of children's 'learning journeys'.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was above average. The statistical responses, as reflected in the table, and the tone of the comments received, testify to the very high regard in which the school's work is held by the vast majority of parents and carers. Comments, such as 'fantastic staff', 'excellent leadership' and 'thanks for the family learning programmes' were constant themes. Inspection evidence fully endorses these highly positive views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westfield Infant School, Hinckley 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 118 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	80	24	20	0	0	0	0
The school keeps my child safe	97	82	21	18	0	0	0	0
My school informs me about my child's progress	86	73	32	27	0	0	0	0
My child is making enough progress at this school	88	75	28	24	2	2	0	0
The teaching is good at this school	92	78	26	22	0	0	0	0
The school helps me to support my child's learning	93	79	25	21	0	0	0	0
The school helps my child to have a healthy lifestyle	91	77	27	23	0	0	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)	73	62	37	31	0	0	0	0
The school meets my child's particular needs	86	73	32	27	0	0	0	0
The school deals effectively with unacceptable behaviour	82	69	34	29	1	1	0	0
The school takes account of my suggestions and concerns	80	68	37	31	1	1	0	0
The school is led and managed effectively	97	82	21	18	0	0	0	0
Overall, I am happy with my child's experience at this school	99	84	19	16	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



31 March 2011

Dear Pupils

**Inspection of Westfield Infant School, Hinckley, LE10 0JL**

I would like to thank you for your help when the inspection team visited your school recently. This is what we found.

Yours is a super school. You told your 'special visitors' that there are lots of brilliant things to do. We completely agree with you and there are lots of things we can praise. I would especially like to mention the following.

Children get off to a really good start in Reception.

Pupils in Year 1 and Year 2 make fast progress in their learning.

Your behaviour is top-class and helps you learn quickly.

Your teachers are super at what they do. They work very hard to make lessons exciting. They plan very carefully to make sure all of you get the right type of work and enjoy your learning.

The staff take really good care of you and make sure everyone is safe and happy in school.

The staff, who are very well led by the headteacher, are always trying to make things better for you.

I have asked the staff to do two things.

Make sure that you are stretched a bit further at times to think hard in lessons.

Keep building up the links they are making with schools across the United Kingdom and in other countries to help you learn even more about the lives of other people.

All of you can help by keeping up your hard work. I do not need to tell you that it is also important to keep supporting each other as you did so beautifully with your singing in assembly.

Yours sincerely

Derek Aitken

Lead inspector

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