

Westfield Primary School

Inspection report

Unique Reference Number	125117
Local Authority	Surrey
Inspection number	359838
Inspection dates	6–7 July 2011
Reporting inspector	Clive Dunn

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Sandie Sharp
Headteacher	Karyn Hing
Date of previous school inspection	19 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 15 lessons taught by seven staff. Inspectors spoke with pupils, parents and carers, staff and representatives of the governing body. They observed the school's work, and looked at planning, monitoring, a range of policy documents and records, including those relating to safeguarding and the minutes of governing body meetings, and a range of pupils' work and assessments. They also analysed 68 questionnaires returned by parents and carers, 76 from pupils and 19 from staff.

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

- How well the school is halting or reversing apparent downward trends in attainment and progress at Key Stage 2.
- Whether standards in writing at Key Stage 1 are improving rapidly enough.
- How well the school adapts teaching and the curriculum to meet the needs of different groups, particularly pupils with special educational needs and/or disabilities.
- How effectively leaders at different levels are securing improvements.

Information about the school

This is an average-sized primary school with a rising roll having taken in an additional Reception class in 2010, and with two Reception classes again joining in September. Most pupils are of White British heritage and the percentage of pupils that speak English as an additional language is below average, with very few at the earliest stages of language acquisition. The percentage of pupils with special educational needs and/or disabilities is above average, as is the proportion of pupils known to be eligible for free school meals. The before-school and pre-school provisions on site are not managed by the governing body and were not part of this inspection.

Since the previous inspection, there have been significant changes in staff at all levels, including the headteacher who joined the school in September 2009, and deputy headteacher who started at the beginning of the current academic year. Half of the teachers with class responsibility were new in September 2010. The headteacher returned from maternity leave during the week of the inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Westfield Primary School is an improving school that currently provides a satisfactory standard of education. Leaders have successfully halted a several-year downward trend in performance at Key Stage 2, and there are clear signs that in some areas this is reversing. For example, pupils' progress in reading is good. Improvements in the quality of teaching underpin the accelerating rates of pupils' progress. Much of the teaching seen during the inspection was good. However, teaching is satisfactory overall because it does not always meet the needs of different groups well enough to secure consistently good achievement. Good relationships and well-developed safeguarding systems mean that pupils say they feel safe at school.

A significant strength of the school is the effective Early Years Foundation Stage, which ensures children get off to a good start. This continues into Year 1, where a highly structured approach to learning basic literacy skills, particularly the link between sounds and letters, is resulting in children making good progress in writing. Although the school has plans to extend this successful practice, it is currently not adopted across Key Stage 1. Consequently, attainment in writing at the end of Year 2 remains significantly below average. The school has correctly identified that the currently satisfactory progress in mathematics at Key Stage 2 is not accelerating as rapidly as in other areas. Teachers do not always adapt the mathematics teaching well enough, based on their assessments of pupils' work. Consequently, they sometimes move on too rapidly to new concepts before pupils' understanding is secure. Pupils often behave well in lessons and demonstrate positive attitudes to learning. However, pupils do not always know precisely enough how well they are doing, or how to improve their work, partly due to inconsistencies in the quality of marking. Effective support from the generous allocation of well-trained teaching assistants enables pupils with special educational needs and/or disabilities to keep pace with their peers.

Against a backdrop of significant staffing changes, the headteacher and governing body have developed a number of new leadership roles and responsibilities. Leaders at different levels are strongly motivated to drive improvements. The school rightly has plans to develop its systems for tracking pupils' progress in order to access information about the performance of different groups more readily, and therefore use it to target underperformance more sharply. Leaders take effective steps to improve provision, but do not always check well enough how consistently and securely these are applied across the school. Despite this, the school has a secure understanding of its performance and, considering the trend of improvement in key areas, a satisfactory capacity to improve. As one parent put it, 'The school went through a lot of changes over the last two years, but I feel that slowly it is becoming much better.'

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve teaching so that it is consistently at least good and pupils consistently make good progress by:
 - adopting the successful approach to teaching and learning basic literacy skills currently seen in Year 1 across all Key Stage 1 classes to accelerate progress in writing
 - checking carefully how secure pupils' understanding of mathematical concepts is when making decisions about how quickly to introduce new topics to accelerate progress in mathematics at Key Stage 2
 - customising teaching and tasks more sharply to meet the needs of different groups
 - improving the consistency of marking and feedback so that pupils have a good understanding of how well they are doing and what they need to do next to improve.
- Secure a better capacity to improve by:
 - ensuring that plans are prioritised to identify the most important issues
 - implementing plans to make better use of information about the performance of different groups to secure good achievement for all
 - increase the rigour with which leaders at all levels monitor the impact of their actions to ensure improvements are sustained.

Outcomes for individuals and groups of pupils

3

Children start school with skills generally below those expected for their age. Good progress in the Early Years Foundation Stage closes this gap by the time pupils enter Year 1. The continuing good progress in Year 1 was evident in an English lesson, where pupils not only understood the task well, but also what they were supposed to be learning from it. They readily used their secure knowledge of the link between letters and sounds to achieve well. Pupils respond positively to opportunities to work collaboratively, though the resulting high levels of enthusiasm they show on occasions can sometimes slightly interrupt the flow of learning. In Year 6, pupils used mathematical vocabulary well, previously modelled effectively by the teacher, in their discussions exploring the more complex properties of two-dimensional shapes. More able pupils responded well to the teachers' good subject knowledge and high expectation. In the same lesson, pupils with special educational needs and/or disabilities developed a sound understanding of the simpler properties because of effective support from the teaching assistant. However, the fact that all pupils had the same tasks meant it was too challenging for some, leading to satisfactory rather than good progress. Pupils' overall satisfactory progress means that attainment at the end of Key Stage 2 is broadly average, adequately preparing pupils for the next stage in their education and life beyond.

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Although behaviour is satisfactory and incidents of poor behaviour are uncommon, there is agreement among a number of pupils, parents and carers, and some staff, that it is not consistently good enough. However, there is clear evidence that it is improving, and behaviour observed during the inspection was mainly good or better. Pupils like the simplicity of the recently introduced 'Golden Rules', which encourage a sense of responsibility and help them to understand more clearly what the school expects. At less structured times, behaviour can be rather boisterous. That said, pupils mix well and are confident that any issues they raise will be dealt with effectively, contributing to their good feelings of safety. When given opportunities, pupils are able to reflect on their experiences. They engage with interest in sporting and cultural opportunities, including rehearsals for the forthcoming production. Pupils understand the key factors involved in adopting a healthy lifestyle. They play a constructive role in helping to ensure daily routines run smoothly, with older pupils taking on roles such as that of prefect. Fund-raising activities help to broaden pupils' sense of community beyond the school. Significant reductions in the numbers of pupils that are persistently absent have contributed well to pupils' average and improving attendance.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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?

A brisk pace to lessons, good questioning and effective use of resources are some of the key strengths that are driving up the overall quality of teaching. Teachers try to ensure

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learning has a purpose for pupils, even if not linked to a real-life context. In a mathematics lesson in Year 4, the teacher used an imagined encounter with a pirate, who revealed the location of some hidden treasure, as a stimulus for a lesson about coordinates. The teacher managed pupils' obvious enthusiasm and excitement well to ensure that it did not impede learning. In the same lesson, teaching assistants carefully checked the understanding of pupils with special educational needs and/or disabilities and re-explained as required, ensuring they were fully included and achieving as well as their peers. However, some lessons are too reliant on additional support, rather than setting tasks with the right level of challenge for different groups to tackle independently. Small-group additional interventions for pupils of different abilities, including the more able, match pupils' needs well.

Recent developments to the curriculum are beginning to strengthen the currently satisfactory links between subjects and ensure it adequately meets pupils' interests and needs. Marking offers pupils positive encouragement and congratulates them when they have done well. However, it does not tell pupils how to improve their work often enough, and when it does, they do not always have opportunity to respond. While there are strengths in care, guidance and support, particularly for the pupils whose circumstances make them most vulnerable, provision is not yet ensuring that enough aspects of pupils' personal development are good. Carefully organised transition arrangements at all stages throughout the school help pupils feel ready to move to their next classes.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leaders at different levels are united in their ambition to drive improvements, creating a strong sense of teamwork. Plans to tackle areas of weakness are detailed and thorough, though do not always prioritise and focus specifically enough on the most important issues to secure more rapid improvement. Although distributed among leaders, monitoring activities are not always frequent or sharply evaluative enough to ensure improvements are secure. The governing body has seen a number of changes to its membership over the last two years, but effective organisation ensures it meets its statutory duties. The high priority given to the induction of new governors, and training for other members of the governing body, has helped secure its capacity to support the school and hold leaders to account for improvements. The school enjoys a generally positive relationship with parents and carers, who appreciate that new arrangements have made their children's teachers more accessible to them at the start of the day.

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Established and effective policies and procedures effectively safeguard pupils. Regular training ensures staff understand their clearly defined responsibilities for the protection of pupils well. The school is pro-active in developing links with other professionals and agencies to help break down potential barriers, securing satisfactory achievement and well-being for pupils whose circumstances may make them potentially vulnerable. Leaders analyse the performance of different groups in order to target any variations. They are currently introducing new computerised systems for tracking pupils' progress to make this process more efficient and resulting information more sophisticated. There is no evidence of any discrimination and records show that incidents of racist behaviour are rare. The school has an informed understanding of its changing context as it grows in size. The positive impact of its work is mainly evident within the school, which operates as a largely cohesive community. However, opportunities for pupils to reach out to groups not represented in the immediate area are limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Strong relationships and a bright, stimulating, well-resourced environment combine to give children a very positive first experience of school. Consequently, children mix well and are confident and enthusiastic, demonstrating well-established feelings of safety. They show good levels of interest and independence when selecting their own activities and respond well to teachers' high expectations in the good-quality, adult-directed sessions. Purposeful and productive in the well-organised environment, a group of children successfully negotiated and fulfilled their positions as optician, receptionist and customer in the role-play area. Outside, a group of boys enthusiastically used large construction blocks to build a shelter, extending this to develop and act out a plot, suggested by one of them, to tackle the 'emergency' of a blocked door. Adults interact well to support learning through play, for example extending their vocabulary relating to the current 'mini-beast' topic.

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Children have access to all six areas of learning both inside and out, but although the outdoor environments are good, they do not have the same richness and variety of choice provided indoors.

Thorough and pertinent observations and assessments of children's development enable adults to promote the next steps in their learning effectively. Consequently, progress is good across all strands of the Early Years Foundation Stage profile. Attractive displays of children's creations help celebrate their achievements and children are confident and proud to share what they have done. The Early Years Foundation Stage leader has good plans to use detailed analysis of the progress made in different areas of learning that have been created this year to pinpoint areas of provision requiring further improvement. She has effectively secured a consistent approach across both Reception classes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers that returned a questionnaire was broadly in line with that usually seen, with the large majority expressing positive views. Most parents and carers were in support of many aspects of the school's provision, with almost no disagreement that the school keeps their children safe. A small minority of parents and carers disagree that the school manages behaviour well, takes account of their views and suggestions and that their children are making enough progress. The written comments on some questionnaires were mainly to explain these areas of concern. Similar proportions of parents and carers strongly agreed with these aspects. All the issues were discussed with the school. Inspectors found behaviour and progress to be satisfactory, and have made improving progress a key recommendation for further improvement. The school has plans for further review of its behaviour management policy, including consultation with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westfield Primary School 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	41	29	43	7	10	2	3
The school keeps my child safe	31	46	33	49	2	3	0	0
My school informs me about my child's progress	16	24	41	60	8	12	3	4
My child is making enough progress at this school	18	26	34	50	10	15	4	6
The teaching is good at this school	14	21	38	56	7	10	2	3
The school helps me to support my child's learning	17	25	36	53	10	15	2	3
The school helps my child to have a healthy lifestyle	27	40	34	50	5	7	2	3
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)	18	26	39	57	5	7	2	3
The school meets my child's particular needs	13	19	41	60	9	13	1	1
The school deals effectively with unacceptable behaviour	15	22	31	46	15	22	3	4
The school takes account of my suggestions and concerns	13	19	35	51	10	15	5	7
The school is led and managed effectively	19	28	28	41	6	9	5	7
Overall, I am happy with my child's experience at this school	24	35	30	44	8	12	5	7

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 July 2011

Dear Pupils

Inspection of Westfield Primary School, Woking, GU22 9PR

Thank you so much for the very warm welcome you gave us when we visited your school recently. We really enjoyed meeting you and finding out all about your school, including from those of you who answered our questionnaire. We have judged your school to be satisfactory, which means there are some things that it is doing well and some things that it could do better.

You told us that you enjoy school. You make the progress expected of you because teaching and the curriculum are satisfactory. However, teaching is improving and has a number of important strengths, which is helping you start to make quicker progress. The provision in Reception is a key strength of the school, which helps children get off to a good start. You told us that you feel safe at school, and your school has good systems to ensure that this is so. You like the new 'Golden Rules' and though many of you consistently behave well, overall your behaviour is satisfactory and improving.

With the support of the governing body that helps run the school, your headteacher has made sure there is a team of leaders that are keen to work together with everyone to make the school better. To help them with this, we have asked them to do several things.

- Help you to make consistently good progress, particularly in writing at Key Stage 1 and in mathematics at Key Stage 2.
- Make teaching consistently at least good by always giving you work that is not too easy and not too hard, and giving you a better understanding of how well you are doing and what you need to do next to improve.
- Give your school greater chance of improving more quickly, including by making sure leaders check carefully that their new ideas are introduced consistently well across the school.

You can all help by trying your very best to behave well all the time, and by trying especially hard with your writing and mathematics.

Yours sincerely

Clive Dunn

Lead inspector

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