

Westfield Junior School

Inspection report

Unique Reference Number	110698
Local Authority	Cambridgeshire
Inspection number	378147
Inspection dates	10–11 November 2011
Reporting inspector	Marion Wallace

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Flora Jessop
Headteacher	Stuart McCarthy
Date of previous school inspection	19 January 2009
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Age group	7–11
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Introduction

This inspection was carried out by three additional inspectors. They observed ten teachers in 24 lessons, and held meetings with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at its improvement plan and those of the subject departments, minutes of governing body meetings, assessment information and curriculum planning. In addition, they carried out a scrutiny of pupils' work and analysed 120 questionnaires received from parents and carers.

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

- Inspectors analysed the progress made by Pakistani pupils in all aspects as they move through the school.
- They focused on the progress pupils made in mathematics by pupils who are entitled to free school meals.
- They reviewed provision made for individual pupils with special educational needs and/or disabilities and the progress they make, given that outcomes have been variable within this group.

Information about the school

Westfield is a large junior school. Most pupils come from the market town of St Ives. A few pupils come from minority ethnic groups but most are White British. The percentage of pupils who speak English as an additional language is above average but no pupils are in the early stages of learning English. The percentage of pupils with special educational needs and/or disabilities and the percentage of pupils with a statement of special educational needs is average. Their main needs relate to learning and physical difficulties. The proportion of pupils known to be eligible for free school meals is average. The school has gained the Healthy Schools Award, Activemark, ICT Mark, 3rd Green Flag, Huntingdonshire's 'Green Heart Award', St Ives Millennium Shield for 'Services to the Town,' and 'Winners of Cambridge Film Festival.'

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 is an outstanding junior school that successfully achieves its aim of 'opening eyes to new worlds.' Pupils of all abilities achieve well and make excellent progress in their personal development. Parents, carers and pupils greatly appreciate the high quality care and exciting learning opportunities. Pupils were unanimous in their positive comments and could not fault the school in any way: a typical comment was 'School is great, we feel very safe and learning is fun.' Parents and carers were also enthusiastic, a typical comment being: 'This is a fabulous school which exposes children to wonderful experiences in the classroom and beyond.'

Pupils make good progress. Standards in reading, writing and mathematics are well above those expected for all groups of pupils because the quality of teaching and learning is consistently good or better. On occasion, more-able pupils are insufficiently challenged to reach higher levels. Teachers assess pupils well in English to help pupils reach higher levels, but are less effective in this respect in mathematics.

The vast majority of pupils enjoy coming to school. Pupils are enthusiastic about all aspects of the curriculum and develop exceedingly positive attitudes to their learning. The quality of music and art is above average. Pupils and parents commented on the high quality end-of-term productions that are thoroughly enjoyed by the pupils, parents and the local community. Extra-curricular activities and enrichment are extremely strong. Pupils achieve well in areas beyond the classroom such as sporting success, and the school won the Cambridge Film Festival. Pupils' enjoyment of their education is reflected in consistently good attendance levels, which contributes to their achievement.

Pupils make excellent gains in their personal development because relationships are extremely strong and the school's ethos is vibrant, warm and welcoming. Pupils have an excellent awareness of how to maintain a healthy and safe lifestyle. This is reflected in Healthy School and Activemark awards. Their concern for the environment and for others is demonstrated by the considerable amounts of money they raised so that a well can be dug in a village in Tanzania.

Care, guidance and support are extremely strong, so pupils behave superbly well and are mature, sensible and enthusiastic learners. Staff are passionate about creating a stimulating environment for all pupils to support learning, and they deal very effectively with any particular needs the pupils may have. There are excellent links

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with parents and carers, the local community and external agencies, which contribute very effectively to pupils' learning and their well-being.

The headteacher and senior management team are excellent role models who, together with an active team of governors, lead the school very effectively and have a very clear vision for its future improvement. Parents and carers commented on the inspirational leadership of the headteacher who is described by one as, 'friendly and approachable and can be seen on the playground every day'. There is an excellent commitment from all staff to provide each pupil with the very best possible education. Equality of opportunity and the elimination of discrimination are pursued determinedly. There is also a continual drive for improvement. The very effective systems for evaluating the strengths and further areas for development of the school are playing their part in sustaining high standards over time and adapting to changes within the school. The school's excellent organisation and strong, shared vision demonstrate its outstanding capacity to continue moving forward.

What does the school need to do to improve further?

- Ensure even more pupils reach the higher levels in English and mathematics, with all teachers taking every opportunity in lessons to fully challenge and extend more-able pupils.
- Ensure all teachers use assessment information to help pupils understand how to make as rapid progress in mathematics as they do in English.

Outcomes for individuals and groups of pupils

1

Data on entry, school assessments and inspectors' observations show pupils' starting points to be slightly above average. Pupils make good progress and by the time they leave the school, attainment is well above average in English, mathematics and science. This is confirmed by consistently good results in end of Key Stage assessments in recent years, with the exception of a dip in performance in 2010. Well above average attainment was seen during the inspection in English and mathematics, but also in subjects such as art, music, history and information and communication technology. Pakistani and pupils eligible for free school meals are challenged well and make the same good progress as their peers in English and mathematics. Pupils with special educational needs and/or disabilities make good progress compared to their peers nationally and develop confidence in all aspects of their work. One pupil whose brother has dyslexia said, 'He used to hate reading but now he is much better and loves it.' The school's tracking and the inspection evidence indicates that all pupils are on course to reach or exceed their challenging targets. These outcomes are contributing extremely well to pupils' future economic well-being.

Pupils really enjoy learning because lessons are very well planned and excellent relationships contribute to an exciting climate for learning. Writing is very good

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throughout the school including in subjects other than English. Pupils learn to take a pride in the quality of what and how they write. Handwriting is neat and work is well presented. They learn to use description well and consequently writing is lively, interesting, and shows high levels of empathy. For example, all Year 6 pupils wrote powerful poems to commemorate Remembrance Day. Some provided powerful images of war and sacrifice, but one pupil wrote poignantly: "There sits his chair – empty. His clothes hanging in his wardrobe untouched for months. Everyone wondering is he coming home? No one knows."

Pupils thoroughly enjoy coming to school, and say they feel extremely safe because relationships are excellent and they can discuss any problems they have with adults. Pupils talk extremely knowledgeably about maintaining a healthy lifestyle and the excellent range of clubs and activities is well attended. Pupils make an excellent contribution to their school and local community. They regularly raise money for charities and they reflect maturely on issues facing the world today. The school has gained the International Eco Schools Award for continued excellence.

These are the grades for pupils' outcomes

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

How effective is the provision?

Almost all lessons observed during the inspection were good. Teachers use assessment information well to plan work that matches the needs of all pupils. Those pupils with special educational needs and/or disabilities are challenged extremely well. Occasionally teachers miss opportunities in lessons to fully extend more-able pupils. A few parents also mentioned they would like to see more challenge for high

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

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ability children. Teachers use questions effectively to check pupils' knowledge and understanding and give good oral feedback to pupils on how to improve their work, as well as through effective marking. Teaching assistants support pupils with additional needs very well, so they make the same good progress as others. Pupils know extremely well what they need to do to get to the next level in English, but they are not quite as knowledgeable about their levels in mathematics.

The pupils enjoy the curriculum immensely and this contributes to their growing enthusiasm for learning. Literacy, numeracy and information communication technology skills are used extremely well in other subjects. In science, for example, Year 5 pupils thoroughly enjoyed researching information on the internet about dietary imbalance. The strong personal and social education programme assists pupils' personal development. There is an exceptional range of after-school clubs and activities including sewing and sailing; these are popular and well attended. Art and science weeks, visits to Stibbington Field Centre and from The Young Shakespeare Theatre all provide the pupils with memorable experiences. Pupils are very aware of the importance of looking after the world and its resources. Putting this into practice, all pupils learn to make chutney using the vegetable and fruit grown in the school grounds. The curriculum is also enhanced by visitors; for example, an excellent talk by a visitor helped Year 3 pupils understand about daily life in a monastery in Anglo-Saxon Britain.

Pupils' needs are central to the work of the school and all adults very effectively help children and their parents and carers to get the best from learning through excellent communications. Support for pupils whose circumstances make them vulnerable and who need additional help is very effective and the school works extremely well with external support agencies in this respect. Many parents commented on the excellent transition arrangements for children entering the school in Year 3, at other points during the school year and when moving on to other schools.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is an excellent role model who inspires staff and pupils and leads the school with competence and compassion. He is extremely well supported by senior staff and middle managers who are very experienced practitioners. The high standards in academic and personal development are a result of very effective

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leadership and skilful management. Drive and ambition to develop the school still further are extremely strong. There is very strong, enthusiastic commitment from staff to provide each pupil with the best possible education. Leaders have a very thorough understanding of the strengths and weaknesses of the school. Pupils' work is monitored rigorously; any pupils who need additional help are supported extremely well.

The governing body supports staff and challenges the school very well to ensure school improvement initiatives are successful. A few new members are tackling their role conscientiously. The school development plan is a flexible portfolio of priorities, many of which are shared with the whole school. Areas to improve the effectiveness of the school are clearly identified. Tracking of progress over time is very thorough and senior leaders quickly identify any dips in standards and swiftly apply sensible strategies and interventions to ensure improvement.

The school promotes equalities expertly, as reflected in the profile of good achievement across different groups. All safeguarding procedures and checks on adults are robust. Child protection, risk assessment and safeguarding procedures are rigorous and meet current statutory requirements. Excellent partnership links with parents and carers, local schools and various support agencies contribute to the school's excellent provision. The school deploys its resources extremely well, particularly to improve provision for pupils who need extra support or challenge. The school has rigorously audited the way it promotes community cohesion. Not only do pupils have an excellent understanding of the immediate area, with many contributions to the local community, but also they have good opportunities to support communities nationally and are developing good links with communities in Japan and Africa.

These are the grades for leadership and management

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

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money	
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Views of parents and carers

There was a good response from parents and carers to the questionnaire. The overwhelming majority are extremely happy with the school. They feel it is very welcoming and friendly. All say that their children enjoy attending, regard the school as extremely caring and supportive, and identify a wide range of strengths in the school, including the very strong leadership of the headteacher and the commitment and dedication of the staff. The very few criticisms were mainly to do with how the school helps parents support their child's learning and the progress pupils make. Inspection judged that the school is very effective in helping parents to support their child's learning and most pupils make good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westfield Junior 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 120 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	64	38	33	3	3	0	0
The school keeps my child safe	75	65	38	33	2	2	0	0
The school informs me about my child's progress	55	48	57	50	3	3	0	0
My child is making enough progress at this school	52	45	55	48	3	3	1	1
The teaching is good at this school	55	48	57	50	0	0	0	0
The school helps me to support my child's learning	57	50	51	44	6	5	0	0
The school helps my child to have a healthy lifestyle	59	51	49	43	5	4	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)	61	53	48	42	0	0	0	0
The school meets my child's particular needs	52	45	58	50	2	2	0	0
The school deals effectively with unacceptable behaviour	43	37	54	47	4	3	1	1
The school takes account of my suggestions and concerns	40	35	58	50	3	3	1	1
The school is led and managed effectively	67	58	44	38	2	2	1	1
Overall, I am happy with my child's experience at this school	72	63	42	37	0	0	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.

14 November 2011

Dear Pupils



Inspection of Westfield Junior School, St Ives, PE27 5RG

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We will remember your excellent Remembrance Day assembly and your wonderful poems. You and your parents and carers told us that Westfield is an excellent school, and we agree. These are the things we found that your school does particularly well.

- You get off to a very good start in Year 3 and continue to make very good progress through the school. You reach standards by the end of Year 6 that are much better than most pupils of your age because teaching is consistently good.
- You all greatly enjoy learning and your attendance is higher than in most schools.
- Your behaviour is excellent and you are extremely sensible - you know how to keep safe and can talk very knowledgeably about keeping yourselves fit and healthy.
- You really enjoy and benefit from the many memorable and fun activities, clubs, visits and visitors such as science and art weeks, and school productions.
- Your school cares for you extremely well and teaches you a lot about how to care for others and the environment.
- You have excellent links with people from your local community, who are fully included in things that you do at your school.
- Your headteacher and governors lead the school extremely well. All the staff work very effectively together as a team to make sure that Westfield is a very safe and secure, fun place to learn.

There are two things we have identified for staff and governors to improve.

- Make sure that your teachers seize every opportunity to challenge all those of you who can do more difficult work.
- Make sure that teachers tell you how to reach the next level in mathematics as clearly as they do in English.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely

Marion Wallace
Lead inspector

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