

Westfield Primary School

Bonsey Lane, Westfield, Woking, Surrey GU22 9PR

Inspection dates 12–13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The achievement of pupils, including the progress they make from their starting points, is good. Achievement in English is especially strong.
- Pupils read with confidence and fluency and enjoy reading increasingly as they progress through the school.
- The pupils feel safe and well looked after by the adults in the school. Their behaviour is outstanding.
- Pupils' attainment and progress in Reception are improving quickly so that they now begin Year 1 with levels of knowledge and skill at, or above, national expectations.
- Pupils are provided with good guidance from their teachers on how to improve their work.
- The headteacher and senior teachers are able to reflect accurately on the school's performance and have a clear vision and determination to move the school forwards. All staff are committed to improving this school.

It is not yet an outstanding school because

- The teaching of phonics (letters and the sounds they make) in Key Stage 1 is not always precisely matched to pupils' abilities.
- Opportunities for pupils to apply their writing skills in subjects other than English are limited.
- Governors are limited in their ability to hold the school to account for the progress of the pupils, because they are not yet proficient enough at analysing pupil achievement information.

Information about this inspection

- Inspectors observed 14 lessons and also undertook several short lesson visits. One of the lessons was jointly observed with the headteacher. Inspectors observed an upper-school singing assembly.
- Meetings were held with groups of pupils, both formally and informally, the Chair of the Governing Body, and the senior and middle leaders.
- Inspectors listened to pupils read and scrutinised samples of the pupils' work books.
- Inspectors looked at a wide range of documents, including the school's own data on pupils' recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took into account 35 responses to the online questionnaire (Parent View) and one email from a parent. In addition, inspectors held informal discussions with parents when they dropped their children off on the second morning of the inspection. They also took account of the responses to 19 staff questionnaires.

Inspection team

David Hogg, Lead inspector

Additional Inspector

Philip Littlejohn

Additional Inspector

Wiola Hola

Additional Inspector

Full report

Information about this school

- Westfield Primary School is bigger than the average primary school, and is growing in size.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is slightly lower than the national average.
- The proportion of pupils supported through school action is below the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above the national average.
- The proportion of pupils eligible for free school meals is below average.
- The proportion of pupils from minority ethnic backgrounds is slightly below average, but the number of pupils who speak English as an additional language is a little above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not have any alternative provision.

What does the school need to do to improve further?

- Raise pupils' achievement and improve the quality of teaching from good to outstanding, by
 - ensuring there are opportunities in all lessons for pupils to practise and apply their writing skills
 - matching phonics teaching to the abilities of Key Stage 1 pupils more precisely so that those with more ability are not given work that is too easy and those who find the work difficult have the support they require.
- Enable governors to better hold the school to account for the progress of the pupils by ensuring that they can analyse performance data with greater proficiency.

Inspection judgements

The achievement of pupils is good

- Children join the school generally with levels of knowledge and skills which are below national expectations, particularly in literacy and numeracy. Results in national tests at the end of Key Stage 2 show pupils' levels above national expectations in English and close to expectations in mathematics. This indicates that, overall, pupils make good progress from their starting points and are well prepared for the next stages in their education.
- Pupils in the Reception classes make good progress and by the time they enter Year 1, most have caught up and some have exceed their expected attainment levels. This is because the school has recognised the importance of early support for those who need it and has developed a wide range of engaging learning activities that pupils can enjoy.
- Pupils' progress in English is particularly strong, especially in reading, which the school views as a high priority. Pupils enjoy reading and are confident and fluent readers. By the end of Year 6, their attainment in English is above average.
- Disabled pupils and those with special educational needs benefit from the good support given by teaching assistants in class and in intervention sessions outside the classrooms. This enables them to make similar good progress to their peers. Additional support from class teachers and other adults ensures that those pupils eligible for the pupil premium also achieve well and that the gaps between their attainment and that of others in the school are narrowing.
- The attainment of pupils of minority ethnic heritage is very good because of the well-tailored support the school provides.
- The tracking of pupils' progress and outcomes is thorough and enables the school to identify individuals and groups of pupils who may need additional support. As a result, all staff are able to plan work that meets the needs of the pupils in their classes, ensuring that there are no gaps between the progress of boys and girls and other groups of learners.

The quality of teaching is good

- Good teaching and learning have raised the attainment and progress of pupils in English and mathematics since the last inspection. The teaching observed by inspectors this time was nearly all good.
- Teachers have good relationships with the children and provide activities that engage and interest them. Teachers look to use a wide range of resources, including the environment of the school. For example, children from the Reception classes were taken to look at the heavy frost on spiders' webs that were hanging from playground equipment and talked at length about what they had seen.
- Pupils are provided with clear guidance on what they should be learning in the lessons and teachers regularly review their progress with good questioning.
- Teachers are increasingly confident in using information about their pupils so that they can plan appropriate activities that challenge them all. Activities are generally well matched to the abilities of the different groups of children in the class, although in Reception classes, phonics teaching is not always sufficiently well targeted.
- The pupils' work is well marked and provides them with good guidance to help them improve. However, they are not always given regular opportunities to make the improvements. As a result, weaknesses in the work of some pupils, for example in spelling, remain apparent in subjects other than literacy. In addition, marking does not always tell pupils what level they are working at.
- Pupils enjoy their lessons and can talk at length about class activities and themed activities such as the Victorian classroom experience and the science link day with Surrey University. Practical activities are enjoyed in mathematics. For example, Year 5 pupils were challenged in building

square-based pyramids from nets and they completed tasks to an above-average standard.

- Pupils are supported by teaching assistants who work with pupils of different abilities, ensuring that they are able to make good progress. Questioning and small-group teaching are strengths of the teaching assistants, helping the pupils to develop a greater understanding of their work.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils at Westfield is excellent, both in the classroom and around the school. The pupils engage with activities in lessons enthusiastically and purposefully. Relationships between the adults and children within the classes are very good and pupils work well both in small groups or independently when asked to do so.
- Pupils feel safe at school and are well looked after. They say that incidents of unkindness are rare and, if they do occur, are dealt with effectively by the adults in school. Pupils know what is right and wrong and the school is developing a restorative approach to dealing with misbehaviour if and when it happens. Pupils have a good awareness of cyber safety and other aspects of personal well-being. The school uses the expertise of outside bodies such as the police and fire service to raise pupils awareness of issues related to safety.
- Attendance is above average and the school has worked hard to raise attendance through links with outside agencies and its own home-school worker.
- Clubs and activities are well supported and pupils are keen to be involved in activities as diverse as Latin club and choir. The choir sang recently at the Royal Albert Hall.
- A small number of parents expressed concerns on Parent View about the behaviour of the children. This was not the opinion of the parents who filled in a recent survey for the school. Westfield is a harmonious school and the behaviour of pupils seen by the inspection team was nothing less than exemplary.

The leadership and management are good

- The current leadership team, supported by the governing body, leads the school well and has moved the school forward since the last inspection. The clear vision of the headteacher and her deputy of improved progress for all pupils has been taken up by the staff at all levels and shows that the school has the capacity to move forward and improve. Leadership and management are not yet outstanding because pupils' attainment and progress in mathematics do not match those in English.
- Middle leaders have developed the evaluative skills to identify pupils who are failing to progress well and the ability to identify the appropriate interventions to support them. Class teachers are now better placed to use pupil data in their planning to ensure learning is matched to the abilities of the pupils.
- The school's leaders have been able to raise the quality of teaching through rigorous lesson observation and scrutiny of pupils' work. Weaknesses have been identified and targeted professional development provided to improve teaching. The appraisal process ensures that decisions about salary increases are linked to teachers' performance-management targets.
- The local authority has worked with the school on improvements in English and mathematics provision.
- The school has an evolving creative curriculum which provides pupils with memorable experiences, including themed activities and events such as the stargazing evening. The curriculum is broadened further with visits to places of interest such as the National Gallery. These events effectively promote the pupils' spiritual, moral, social and cultural development. Links with churches and other faith groups ensure that pupils learn about other cultures, beliefs and traditions.
- The school looks to promote the achievement of all learners, especially those who are most vulnerable, and can demonstrate that the progress made by pupils is similar for all groups.

- The vast majority of parents are happy with the progress of their children and how well they are looked after. Monthly newsletters keep parents informed about school events and termly topic guides give information about what the pupils are being taught.
- **The governance of the school:**
 - The governing body has a good awareness of the strengths and weaknesses of the school. Governors are increasingly challenging in their discussions with school leaders but have not developed all the skills to analyse pupil achievement information themselves, relying too much on the senior leadership team to provide this for them. Because of this, governors are not able to challenge leaders enough or support them in their efforts to produce better outcomes for the pupils. The governing body is conscientious in fulfilling its statutory obligations. Safeguarding arrangements are in place and policies are reviewed regularly. The governing body reviews the financial position of the school and makes sure that teachers' performance is matched to salary progression and promotion. Governors are involved in the decisions relating to the allocation of pupil premium funding. They have ensured that it has contributed to the narrowing of the gap between the achievement of pupils who have benefited from it and all pupils nationally.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125117
Local authority	Surrey
Inspection number	406290

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	Sandie Sharp
Headteacher	Karyn Hing
Date of previous school inspection	6–7 July 2011
Telephone number	01483 764187
Fax number	01483 777788
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