

Westfield School

Main Road, Westfield, Hastings, TN35 4QE

Inspection dates 27–28 February 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Westfield School is a highly cohesive and positive community in which all pupils and adults are valued for the part they play.
- Pupils make good progress in reading, writing and mathematics to attain average levels of attainment by the end of Year 6.
- Teaching is good and some is outstanding. Pupils' progress is accelerating because of ongoing improvements in the quality of teaching.
- Pupils eligible to benefit from additional government funding make the same good progress as their classmates.
- The headteacher and deputy headteacher work extremely well together. They provide excellent role models and strong leadership.
- The experienced and enthusiastic governing body plays an effective part in the school's development.
- Pupils behave well and feel extremely safe in school. They work together sensibly and are respectful towards adults, from the youngest children in the school to those in Year 6.
- The range of subjects and opportunities is lively, stimulating and relevant so that pupils enjoy learning and are motivated to find out more.

It is not yet an outstanding school because:

- There is not enough outstanding teaching to raise achievement to the highest levels.
- In some year groups, more-able pupils' progress is not as rapid as their classmates' because the work set is not always hard enough.
- Occasionally pupils, particularly the more able, are not aware of how they can improve their work.

Information about this inspection

- Inspectors observed 11 lessons or part-lessons, including two lesson observations carried out jointly with the headteacher.
- Discussions were held with the headteacher, the Chair of the Governing Body, senior leaders, teachers, members of staff, parents, carers and pupils.
- Inspectors took account of the 68 responses to the online Parent View survey, in addition to letters received from parents and carers during the inspection. Inspectors also took account of the 35 staff questionnaire responses.
- Inspectors observed the school's work and analysed a range of documents and policies, including the school improvement plan, information about pupils' progress, attendance records and safeguarding policies and procedures.
- Inspectors looked at a sample of pupils' work and listened to a number of Year 2 and Year 6 pupils reading.

Inspection team

Julie Sackett, Lead inspector

Additional Inspector

Michael Elson

Additional Inspector

Full report

Information about this school

- Westfield is smaller than the average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium in this school is below the national average. Pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families.
- The vast majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average.
- The proportion supported through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a breakfast club and an after-school club, both of which are managed by the school and were included in this inspection.
- The headteacher is a Local Leader in Education (LLE). He is currently supporting Northiam Church of England Primary School for two days a week as executive headteacher.

What does the school need to do to improve further?

- Improve teaching so that most is outstanding in order to raise achievement to the highest levels by making sure that:
 - work set for the more-able pupils during lessons is hard enough in all year groups so that they make the best progress possible and achieve their full potential
 - teachers regularly provide pupils with guidance about what they need to do next to develop their learning.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their starting points in reading, writing and mathematics. In 2013, standards at the end of Year 6 were broadly average in reading, writing and mathematics. Pupils' good levels of achievement have been maintained since the previous inspection.
- At the time of the previous inspection, pupils were making slightly slower progress in some year groups than in others. Improvements in the quality of teaching mean that pupils' progress is now more even across the school. This is due, in part, to improvements in the quality of teachers' checking of pupils' progress which is now more accurate and confident. As a result, teachers are moving pupils on to the next stages in their learning more quickly and pupils are making better progress.
- The teaching of writing is well established. Writing skills are taught imaginatively and effectively across the school. As a result, pupils are enthused about writing and make good progress.
- Pupils make rapid progress in mathematics because teaching builds on pupils' knowledge and understanding systematically as they move up through the school. This means that pupils are consistently well prepared for the next stage in their learning.
- The teaching of reading is given a high priority with regular opportunities for pupils to practise their reading skills. Regular phonics lessons (teaching pupils about the sound letters make) ensure that pupils have the basic skills needed to support their reading. The results of the Year 1 phonics screening check in 2013 were in line with the national average. Pupils make good progress in developing reading skills and clearly enjoy reading.
- Children's knowledge and skills when they join the Reception class are typically below the levels expected for their age. Children relish the wide range of good quality activities provided and make good gains in their learning during Reception Year.
- More-able pupils make slightly slower progress than their classmates overall. The school has already identified this as a key priority for development and improvements have been introduced. For example, more-able pupils are identified much earlier and teachers in the upper year groups are setting harder work. As a result, the progress of the more-able pupils is accelerating in Years 5 and 6, with more pupils on track to reach the higher levels in 2014. However, in other year groups the more-able pupils make slightly slower progress because the work set for them is sometimes too easy to ensure that they achieve their full potential.
- Pupils who are eligible for support provided by the pupil premium funding make good progress and achieve well. School leaders give careful consideration to the type of support needed by pupils and complete regular checks to make sure that the extra help is making a difference. In 2013, these pupils attained in line with their classmates in mathematics and writing and above their classmates in reading. School information indicates that, across the school, eligible pupils make at least as much progress as their classmates and often more.
- Disabled pupils and those who have special educational needs make similar progress to other pupils in the school. Pupils with a statement of special educational needs have individualised timetables so the school is able to cater for their needs very effectively.

The quality of teaching is good

- Teaching is consistently good and some is outstanding. Pupils are interested and motivated to learn because lessons are planned with care. Pupils are keen to play their part in improving their learning.
- Children are keen to learn when they join Reception class and settle quickly because they feel valued and secure. Regular routines and consistent expectations prepare them well for learning.
- The teaching of mathematics has improved because teachers have a better awareness of how mathematics skills build progressively. Mathematics is taught particularly well in Years 5 and Year 6. Pupils make rapid progress in these year groups because pupils are very clear about

what they are learning and why. They know what they need to be able to do to make more progress and tackle more difficult work with enthusiasm and confidence.

- Pupils have many opportunities to use writing skills in different subjects and for different purposes. For example, sometimes they record science investigations while at other times they may write a letter presenting the case for and against keeping animals in zoos. The quality of their work is particularly evident in the high standards of work produced in their topic books.
- Teaching assistants play an effective and confident role in the school. They work closely with teachers and are sensitive to pupils' needs. As a result, those pupils working with teaching assistants, including disabled pupils and those who have special educational needs, are fully involved in lessons and make good progress in their learning.
- The marking of pupils' work is regular and shows pupils where they have been successful and how to improve their work. Pupils make most rapid progress where teachers give them pointers about what they need to do to improve their work. However, this is not consistent across the school so that occasionally pupils, particularly the more able, are not aware of how they can improve their work.
- Specialist teaching makes a strong contribution to the range of subjects and pupils' enjoyment of learning. For example, pupils thoroughly enjoy regular drumming lessons which demand high levels of concentration and involvement.
- Teaching is not yet outstanding because, while some teaching is outstanding, there is not yet enough to secure the highest levels of achievement. Occasionally, teachers' expectations of the more-able pupils are not high enough and they are not set work that is hard enough to extend their learning even further.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' interest in learning and their desire to do well are key features of Westfield School. Pupils behave consistently well in lessons, from Reception to Year 6. Their positive attitudes to learning make a strong contribution to their good progress across the school. Most parents and carers who responded to Parent View consider pupils to be well behaved and feel that the school deals well with any concerns about bullying.
- Pupils are polite, welcoming and extremely proud of their school. Their behaviour during playtimes, lunchtimes, assembly times and when moving between lessons is exemplary. Pupils in Year 6 are mature, responsible and provide excellent role models for younger pupils. Members of the school council spoke to inspectors with intelligence and pride about their contribution to the school.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel extremely safe and well cared for by adults in school. They know, for example, that the school has paid extra attention to their safety while building work is completed and told inspectors that they have had no concerns as a result. Attendance rates have improved and are in line with the national average. Almost all parents and carers who responded to Parent View said that their children are safe and happy in school.
- Pupils know what bullying is and some of its different forms, such as physical and mental bullying. They have a good understanding of how they can keep themselves safe. For example, they know some of the risks associated with using social network sites and chat sites. Pupils are confident that any incidents of bullying are very rare at Westfield. One said, 'Bullying is unusual here because this is a really good school and we know it's not nice to bully.' Discrimination is not tolerated and school records indicate that bullying incidents are rare.
- Behaviour is not yet outstanding because very occasionally a few pupils lose concentration in lessons so that their progress slows slightly.

The leadership and management are good

- The school continues to be a good school. Strengths in the quality of teaching have been sustained and pupils continue to achieve well. There is no sense of complacency despite the school's continued success. Leaders are continually looking for ways that they can improve pupils' learning and their experience of school.
- The headteacher and deputy headteacher are approachable, honest and highly professional. Their approach to school leadership sets the tone for how the school involves everyone and its commitment to ensuring equal opportunities for all pupils.
- The school has a clear and accurate view of what it does well and where it needs to improve. For example, regular checks on pupils' progress mean that the school has rightly identified the need to make sure that the more-able pupils do their very best. The school's commitment to working in partnership with parents and carers is reflected in the wide range of good quality information provided on the school's website.
- A wide range of exciting and stimulating events makes a strong contribution to the development of pupils' spiritual, moral, social and cultural development. Pupils participate enthusiastically and perceptively during events and occasions such as the regular assemblies.
- The subject leaders are ambitious and knowledgeable about their subjects. They play an active part in checking the quality of teaching. For example, they regularly complete observations of lessons with senior leaders and check that teaching is covering the knowledge and skills pupils need to achieve well.
- The primary school sports funding has been used appropriately to increase pupils' participation in sports activities and to increase their fitness. For example, sports and playground equipment has been purchased and swimming coaches have been employed to teach swimming lessons. Procedures are in place to check the success of these initiatives.
- The local authority provides support only when needed for this popular and successful school. For example, the local authority has provided safeguarding training for the governing body.
- The popular breakfast club provides a positive start to the school day for those pupils who attend. Pupils enjoy being with their friends in a relaxed and secure atmosphere and behave very well.
- **The governance of the school:**
 - The governing body provides excellent levels of support and challenge for the school. The governing body continually reviews its performance and systematically searches for ways to improve its work even further. For example, in September 2013 the governing body set up a working group to compare the progress of those pupils eligible to benefit from pupil premium funding with that of their classmates. This is ensuring that governors have a clear and accurate view of the school's performance in relation to other schools nationally. 'Governor Days', which take place twice a year, ensure that governors develop a more in-depth and first-hand knowledge of the school's work. They are well informed about the quality of teaching. They know how targets are set for teachers as part of their performance management and understand how training is used to help teachers to improve their practice. Safeguarding is given a high priority by the school. Procedures are rigorous and meet statutory requirements. For example, leaders and governors have given close attention to pupils' safety and well-being during the current phase of building work and have liaised closely with contractors throughout.

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	114421
Local authority	East Sussex
Inspection number	431397

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	220
Appropriate authority	The governing body
Chair	Bruce Miller
Headteacher	Keith Cheetham
Date of previous school inspection	3 June 2009
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