

Westfield Primary School

Longfellow Road, Radstock, BA3 3XX

Inspection dates 22–23 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Westfield Primary School has been on a steady journey of improvement since the previous inspection. All the areas judged to be requiring improvement have been addressed successfully.
- Leaders, managers and governors have united to drive forward the changes that were necessary, so that teaching and pupils' achievement are now good. Staff are very supportive and are proud to be part of the increasing success of the school.
- Over the last two years, pupils have made good, and sometimes rapid, progress in their learning.
- Children thrive in the Reception classes because they find the activities interesting and are drawn into learning.
- The youngest pupils quickly become good readers because they understand how to use phonics (the sounds letters make) to read unfamiliar words. As they get older they further develop these skills to read fluently and with understanding.
- Pupils use their numeracy skills with confidence to calculate accurately and solve problems.
- Teachers and teaching assistants are adept in using questioning effectively to check that pupils understand new ideas and to help them tackle the next steps in their learning.
- Pupils behave well around the school and in lessons. They try hard to learn well.
- Pupils are safe, and say that the adults care for them and look after their welfare. They have no concerns about bullying because it rarely happens.
- Governors challenge the school with rigour. They are vigilant in making sure that everyone is focused on helping pupils to make increasingly rapid progress. Their commitment has contributed strongly to the improvements made.

It is not yet an outstanding school because

- Achievement in writing is lagging behind reading and mathematics.
- Pupils do not always show sufficient care and pride in the way they present their work.
- Teachers do not always ensure that pupils provide written work of sufficiently high quality.
- The comments teachers write when they mark pupils' written work are not always helpful in telling them how to improve.

Information about this inspection

- Inspectors observed teaching and learning in 16 lessons and parts of lessons, some of them jointly with the headteacher.
- Discussions took place with the headteacher, other leaders in school, members of the governing body, a representative from the local authority and with parents and pupils.
- Inspectors took account of the 51 responses to the online questionnaire, Parent View. They also noted the views of parents conveyed by telephone and spoke to parents during informal conversations in school.
- Inspectors considered school leaders' views on the quality of the school's work and their plans for school improvement, as well as gathering information about pupils' progress. They looked at teachers' planning, pupils' work, documentation about safeguarding procedures and samples of the targets teachers receive to improve their performance.
- The inspection team analysed the 24 questionnaires completed by staff.

Inspection team

Jeanne Simpson, Lead inspector

Additional inspector

Janet Simms

Additional inspector

Gill Walley

Additional inspector

Full report

Information about this school

- Westfield Primary School is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after) is lower than average.
- Most of the pupils are from a White British background.
- The proportion of disabled pupils and those who have special educational needs is higher than the national average.
- Children in the Reception classes all attend full time.
- The school provides a breakfast club which is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that more pupils make rapid progress in writing by:
 - prioritising aspects of writing in the school's plans for improvement so that all teachers and governors know what is expected
 - helping pupils to develop a neat, fluent handwriting style so that they have the skills they need to write more rapidly and at length
 - helping pupils to develop their writing skills in interesting ways across all the subjects they learn
 - making sure that the comments teachers write when they mark pupils' writing are more helpful in explaining to pupils how they can improve.

Inspection judgements

The leadership and management are good

- The headteacher and other leaders in school, including governors, have worked together effectively to create a school focused on bringing about the improvements necessary following the previous inspection. They identified what needed to change and have taken action to improve achievement and the quality of teaching, particularly in mathematics and phonics. They are ambitious for the ongoing success of the school.
- Leadership and management are not outstanding because leaders have not yet ensured that all pupils make equally rapid progress in all subjects. Achievement in writing has fallen behind reading and mathematics. Leaders are aware of the need to speed up progress in writing by making this a subject on the school's plans for improvement. This enables all staff to understand their role in the process and enables governors to check on how things are going.
- Staff say that they are proud to have been part of the school's journey of improvement. Parents are also pleased with the school and the progress their children are making. The vast majority of parents who responded on Parent View said that they would recommend the school to others.
- Teachers who lead subjects have developed the skills they need to improve achievement and the quality of teaching in their subjects. They check how well things are going and are quick to step in and use their expertise to support their colleagues when necessary.
- The school promotes equality of opportunity and tackles discrimination well. Any additional funding, including the pupil premium, is spent carefully and leaders check that the spending is making a difference. The variety of support disadvantaged pupils receive for their learning as well as their personal development is helping them to catch up.
- Pupils enjoy a wide range of sporting opportunities as a result of the additional funding for primary sport. Almost all pupils can swim 25 metres by the end of Year 4 and there have been significant increases in the proportions of pupils who take part in after-school clubs for gymnastics, dance, tennis, football and cross-country. Themed weeks involving the whole school, and partnerships with other schools, have also increased pupils' enthusiasm and skills. Teachers have improved their skills through learning from professional coaches.
- Pupils say that they enjoy all the subjects they learn because of the interesting themes they study and because of the range of visits and visitors which helps to make learning fun. Pupils show good awareness of British values alongside the importance of tolerance for those whose race or beliefs are different from their own. As a result they are well prepared for life in modern Britain.
- Displays around the school and the work in pupils' books show that spiritual, moral, social and cultural development is promoted well. Pupils learn how to take responsibility through the roles they carry out. The youngest children in Reception respond well to special jobs they are given to do, while the oldest act as librarians or playground buddies. Pupils learn a variety of musical instruments. There were several examples during the inspection of times when pupils showed they had learned to appreciate beauty through art and nature.
- The school's systems for safeguarding pupils meet statutory requirements. All teachers spoken to during the inspection knew what to do if they were concerned about a pupil's welfare. The school responds quickly and effectively when necessary.
- The local authority knows the school well. The support received initially helped to make sure that the school was on the right track. This support has been withdrawn appropriately as the school has become increasingly successful.
- **The governance of the school:**
 - The contribution made by governors since the previous inspection has been significant. They have introduced new systems and structures to increase the levels of accountability, and challenge the headteacher and other leaders robustly. Governors have the information they need about the strengths and areas that are being targeted for improvement from the detailed reports they receive from the headteacher. As well as receiving these reports, they make regular visits to the school to see for themselves, and they meet with leaders to question actions being taken. As a result, they have a clear and accurate understanding of how well the school is doing compared with others. They know that writing is an area of relative weakness, and they are doing all they can to support the improvements necessary. They are confident in using published data and school information about achievement to inform their judgements. They know that the quality of teaching is good and that the systems for improving the performance of staff through setting targets is effective. They make sure that any underperformance is tackled and that teaching must be linked to pupils' good performance to be

rewarded by progression through the pay scales.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Around the school, pupils are sensible and polite. They are respectful towards each other and towards all adults. In lessons they concentrate well and try hard. On the rare occasions that low-level disturbance occurs, a quiet reminder is all that is needed to bring pupils back on task.
- The small number of pupils who attend breakfast club play together well and have a positive start to the day.
- Most pupils, parents and staff agree that behaviour is good. Pupils are pleased that those who always behave well are recognised and rewarded.
- Pupils whose behaviour falls below the standards expected by the school are given effective help to improve. The help sometimes includes sessions in the additional nurture class that the school has introduced. As a result, pupils can go back to their own classrooms with a more positive attitude because they are confident that the adults care about them and are trying to help them.
- Pupils are proud of their school and they look after it with care. They do not always show the same care and pride in the way they present their writing in their books. Where this is not picked up by teachers, pupils do not always provide work of the high quality that it could be.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe. They know that strangers cannot get into their school. If they are ever worried about anything, they know that they can talk to any adult in school and that the adult will listen to them and help them.
- Pupils understand the difference between bullying and an unkind action. They are aware of the different kinds of bullying, including cyber-bullying. They say that there is almost no bullying in school and they are confident that, should any occur, it would be dealt with swiftly and effectively.
- Attendance has improved and is now slightly above the national average. The school is vigilant in checking that any pupils who are not in school are safe.
- Pupils learn about road safety and how to keep themselves and others safe in a variety of different situations. E-safety is given a high profile, so that pupils know what they need to do to keep themselves safe while they are using the internet. The oldest pupils also visit a special exhibition in Bristol where they learn how to deal with the sort of potentially dangerous situations they may meet as they get older.

The quality of teaching is good

- The quality of teaching has improved. Teachers know the pupils well and they plan work which helps pupils of all abilities to make good, and sometimes rapid, progress. Relationships are a particular strength of the school, so that pupils want to do well to please their teachers.
- The displays around the classrooms help pupils to know what they will be learning, and what they will be needing to do or understand by the end of the week. Pupils are able to focus on each of the stages of their learning which helps them to improve even more quickly. In lessons, they know what is required in order to succeed, because teachers share their 'steps to success'.
- Teachers have high expectations. The most-able pupils make good progress because they are given work which they find challenging. Teachers make sure that their work gives them the chance to extend their understanding.
- Teaching assistants are skilled and ask questions which help pupils to work things out for themselves. They are good at finding ways to clarify things that pupils are finding difficult, to help them speed up their learning.
- Teachers use their good subject knowledge effectively to explain new learning. They show pupils how to improve their skills and they check that pupils understand through the type of questions they ask. Once pupils understand their work they get on with it and progress well. Extra help or explanation is given to those who need it, ensuring that pupils of all abilities make equally good progress.
- Teachers set personal targets for improvement for pupils in English and mathematics. Pupils often refer to their targets when they are working and they are delighted when they are able to move on to the next target, which has the effect of encouraging them to try hard to get better.

- Teachers usually write helpful comments when they mark pupils' work. The comments tell pupils how they can improve their work next time. However, this is not always the case when they mark their writing.
- Reading has a high profile in the school. Teachers encourage pupils to read for pleasure and to try the work of authors they may not have considered previously through displays all around the school. They make sure that pupils quickly acquire the skills they need to become fluent and confident readers.
- The quality of teaching in mathematics has improved since the previous inspection. Pupils are developing into proficient mathematicians. They recognise patterns and sequences in numbers, and they understand how to use their mathematical knowledge to solve problems.
- The quality of teaching in writing is less effective than in reading and mathematics. Pupils learn the basic skills of spelling, punctuation and grammar, but teachers do not always find ways to enable pupils to practise their skills across all the subjects they learn. Pupils are sometimes held back because their handwriting styles lack fluency and neatness. Teachers sometimes do not remind pupils the importance of holding their pens or pencils properly. As a result, some pupils are reluctant to write, even though the writing activities are interesting and pupils know what to do.

The achievement of pupils is good

- Achievement, particularly in reading and mathematics, is good. Information kept by the school shows that pupils of all abilities make good progress from their starting points.
- By the time pupils leave at the end of Year 6, the proportion who reach the expected levels in the national tests in reading, writing and mathematics is broadly average. The proportion who reach the higher levels in reading and mathematics is also broadly average. Pupils are well prepared for the next stage of their education.
- The youngest pupils make good progress in literacy. They use their understanding of phonics well to read unfamiliar words and spell the simple words they need to use in their writing. The proportion of pupils reaching the expected standard in the national phonics check at the end of Year 1 has risen steadily and is above the national average.
- Pupils throughout the school read well. By the end of Key Stage 2, the proportion of pupils reaching expectations is higher than average.
- Achievement in mathematics, which was a weakness at the time of the previous inspection, has improved. By the time pupils leave they are about a term ahead of the national average. A higher-than-average proportion reaches the higher levels in the national tests at the end of Year 6.
- The most able pupils make good progress throughout their time in the school. The work in their books shows that they are well challenged through the tasks they have, particularly in mathematics.
- Standards are slightly below average at the end of Key Stage 1, pupils being about a term behind where they should be in reading, writing and mathematics. This is because their skills when they start school are below what is typically found and they have not had time to catch up. Therefore, relatively few pupils reach the higher levels.
- By the end of Year 6, attainment is broadly in line with the national average in all subjects. However, standards in writing are slightly lower than in reading and mathematics because the proportion of pupils which reaches the higher levels in writing is lower than in other subjects.
- Additional funding is used in a variety of ways to help disadvantaged pupils develop well emotionally, socially and academically from their differing starting points. As a result, their progress is good and is usually similar to their classmates, although outcomes can vary from year to year. Disadvantaged pupils who left the school at the end of Year 6 in 2014 were about a term behind both their classmates and other pupils nationally in reading and writing, and a term ahead in mathematics.
- Teachers and leaders regularly check to establish whether any pupils are in danger of falling behind. They also quickly identify the specific requirements of disabled pupils and those who have special educational needs. They organise support, both from within the school and from the local area, specifically chosen to develop the skills that need additional help. As a result, these groups of pupils are making steadily better progress, and also achieving well overall.

The early years provision is good

- As soon as children walk into the Reception classrooms they are surrounded by a wealth of interesting activities to encourage learning. Both indoors and outdoors, adults create a stimulating environment which draws children in and makes them to want to play and learn. Children quickly develop a love of school and of learning.
- Children's skills when they start in Reception are below, and sometimes well below, what is typical for their age, particularly in reading, writing and numeracy. Adults make regular and accurate checks on how well children are progressing. They understand how to help children develop the skills they need. As a result, children make at least good progress and those with lower starting points catch up quickly.
- The work of children currently in the Reception classes indicates that they are reaching higher levels of skill than in the past. As a result, the proportion expected to reach a good level of development by the end of this year is likely to be at least in line with the national average which means that they are well prepared for Year 1.
- Children are well behaved. Teachers and other adults have high expectations, and they help children to develop good attitudes from the very beginning. Children are able to sustain their concentration to acquire greater depth in their learning. Teachers and teaching assistants ask questions and talk to children in ways which help them to learn well.
- The learning activities help children to make links in their learning because teaching is good. For example, as part of their work on 'Frozen', children learned to make ice lollies and read and write instructions based on their experiences. They were also able to use mathematical terms accurately to describe volumes of water in different containers.
- Leadership and management are good. The leader makes sure that children are safe and that they are well looked after. She has a clear understanding of the ways in which the early years provision could be even better, and has taken appropriate action to improve children's writing skills. The classrooms provide many examples of the ways in which children are encouraged to develop their writing. There is a focus on making sure that children understand their phonics, alongside activities to help strengthen their hand muscles and improve coordination. These changes are helping the school to make sure that pupils are increasingly ready to write and therefore improve the standards they reach.
- Parents unanimously praise the way their children have developed in the Reception classes. They feel well informed about their children's learning. The effective partnership between home and school about individual achievements supports ongoing learning well.

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	109072
Local authority	Bath and North East Somerset
Inspection number	462513

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	337
Appropriate authority	The governing body
Chair	Julie Probert
Headteacher	Simon Mills
Date of previous school inspection	25–26 April 2013
Telephone number	01761 413662
Fax number	01761 419976
Email address	westfield_pri@bathnes.gov.uk

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