

Inspection of a good school: Yeadon Westfield Infant School

Westfield Grove, Yeadon, Leeds, West Yorkshire LS19 7NQ

Inspection dates:

5–6 November 2019

Outcome

Yeadon Westfield Infant School continues to be a good school.

What is it like to attend this school?

Parents, carers and pupils sing the praises of Yeadon Westfield Infant School. Pupils talk with excitement about their 'fun learning.' One pupil told me, 'We think the teachers are the best'. Parents particularly like being able to talk to the teachers on a regular basis. They value staff and the headteacher making themselves available for a chat. Parents say staff know their children well and help them gain confidence, so they enjoy coming to school.

Staff have very high expectations of the pupils, both for their behaviour and for their learning. On the playground, pupils behave well. Even when the weather is cold and wet, they play cooperatively with each other. 'Playground friends' make sure everyone has someone to play with. In lessons, children are attentive and show good attitudes towards their learning. Nearly all parents agree that behaviour in the school is good. Pupils say there is no bullying. They explained that, sometimes, pupils were told off for bad behaviour and had to miss playtime, and this made them behave better. Pupils feel safe in school. Their attendance is good.

What does the school do well and what does it need to do better?

Children get off to a good start in the school's nursery. They play confidently and concentrate well. For example, a small group of children enjoyed singing nursery rhymes and listened carefully to a story read by the teacher. In the Reception class, children are keen to learn and quickly gain a good grasp of their phonics. This means that they soon acquire the mechanics of early reading to sound out words. However, particularly in the outside area, there are insufficient books for children to share and read for pleasure. In Year 1, teachers build on pupils' early reading skills and nearly all children pass their phonics screening check by the end of the year.

Although school leaders and governors have identified 'reading for enjoyment' as a priority this year, there is little evidence that this is working. Story time is a daily event in all year groups, but it is not always used well. Pupils in Year 2 are not able to talk about

their 'favourite book' or who the author is of the book the teacher is currently reading. They do not understand how to find a book in the library that links to things they are learning in class.

The mathematics curriculum is well thought through. The curriculum leader is knowledgeable. Right from the start in the Reception classes, children learn the relationship between numbers. Children do simple sums, using objects to help them count. They can confidently calculate large numbers. By the time they reach Year 2, pupils can apply this knowledge to simple problems. During the inspection, Year 2 pupils explained how they had collected information about their friends' favourite fireworks. They recorded this data on a tally chart and then on a bar graph. Pupils showed a secure mathematical understanding and could work out the difference between the most and least popular fireworks. Pupils with special educational needs and/or disabilities (SEND) are given extra help in lessons. This support, provided by the class teacher or a teaching assistant, means that they can keep up with the rest of the class.

Pupils enjoy history because it is planned and taught well. On 5 November, pupils learned about Guy Fawkes and the gunpowder plot. Because this was very relevant at the time, all pupils, including those with SEND, gained a lot from this history lesson. Pupils were not only able to tell me about this historical event but also discuss the rights and wrongs of different points of view. Pupils also have a good working knowledge of the war. They understand why we wear poppies at this time of year.

Leaders and governors are committed to providing for all pupils, including those with high levels of need. They help pupils behave well and stay in school. Leaders also look after their staff. The staff say that leaders always have time to support them.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils and their families well. This means that they spot any changes in a pupil's behaviour straight away. All staff understand how to report concerns about pupils' safety. The designated leader for safeguarding is quick to follow up any concerns. Leaders ensure that all staff get regular safeguarding training. This helps them to be up to date with the most recent guidance.

Leaders work well with other professionals to ensure that pupils are kept safe. They seek advice and support when they need to. Pupils know how to keep themselves safe in school and when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The reading areas in classrooms vary in quality. Books are not attractively displayed to engage pupils' interest. There is no focus on books that are relevant to what pupils are currently learning. Books chosen by teachers at story time are not always carefully

selected or presented so pupils know who the author is or the genre of the book. Staff should improve the quality of reading areas throughout the school so that there is a better match of books to pupils' reading abilities and interests. This will help to improve pupils' reading skills as well as further develop a love of reading.

- The library, while providing a range of books, is not inviting or accessible to young readers. Pupils cannot independently select an appropriate book for pleasure or interest. Leaders should ensure that the library area is better presented, and pupils are taught basic library skills. This will mean that pupils can use the library to support their understanding of subjects they are learning in other curriculum areas, as well as select a book for pleasure.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107859
Local authority	Leeds
Inspection number	10110794
Type of school	Infant
School category	Foundation
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Suzanne Akeroyd
Headteacher	Dawn Lowry
Website	www.westfieldinfants.co.uk/
Date of previous inspection	3 March 2016

Information about this school

- The school is part of the Aireborough Learning Partnership.

Information about this inspection

- During the inspection, I spoke with pupils, both formally and informally, about their work and school life. I spoke with members of the governing body, a representative from the local authority, the headteacher, other senior leaders and members of staff.
- I examined the single central safeguarding record. I spoke with leaders responsible for safeguarding to discuss how pupils are kept safe.
- I spoke to parents after school and considered the 43 responses to Ofsted's online survey, Parent View, the 23 responses from the online staff survey and the 45 responses to the pupils' survey.
- I looked in depth at reading, mathematics and history. I met subject leaders and teachers, visited lessons and looked at examples of pupils' work. I talked to pupils about their learning and listened to pupils read.

Inspection team

Karen Heath, lead inspector

Ofsted Inspector

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