

Inspection of a good school: Yeadon Westfield Junior School

New Road, Yeadon, Leeds, West Yorkshire, LS19 7HW

Inspection dates:

18 and 19 January 2022

Outcome

Yeadon Westfield Junior School continues to be a good school.

What is it like to attend this school?

Pupils feel happy and safe at this friendly school. Leaders and staff know pupils and parents well. They use this insight to support families, particularly those who might be in need. In lessons and around the school, pupils behave well. Pupils explained that they appreciate the school's systems for rewards and sanctions. They say that they are fair, and they motivate them to do well.

Leaders have high expectations of pupils' behaviour. As a result, pupils show respect towards each other and the adults who work with them. Older pupils are given greater responsibility through a variety of leadership duties. They carry these out with diligence and enjoyment. For example, in Year 5 pupils work hard to ensure that the school's library runs smoothly.

The school's long-standing tradition of 'the thing in the hall' inspires pupils and creates a dramatic hook into learning. Such activities help pupils learn with curiosity in subjects such as science, history and geography. For instance, in recent years, pupils have experienced the effects of earthquakes and floods. Reading is taught well; leaders have rightly made this a priority. Initiatives such as daily reading and oracy lessons contribute to pupils achieving well. Leaders expect pupils to achieve well. Pupils rise to meet these expectations. Pupils enjoy their lessons. They say that they especially enjoy science and physical education.

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

Leaders have carefully considered what they want pupils to know and understand. In most subjects, curriculum thinking is clear and focused. This allows all pupils to benefit from a broad and interesting learning experience. Where this is working well, leaders ensure that pupils develop subject-specific knowledge and skills, taught creatively through overarching curricular topics. In a small number of subjects, such as art and design and technology, the key knowledge and skills that pupils will develop are not clearly sequenced.

Teachers foster a love of books and ensure that pupils receive the targeted support necessary to succeed. The majority of pupils gain the knowledge and skills to read independently by the end of Year 3.

Leaders have rightly prioritised the ambitious use of vocabulary. Pupils are supported with their vocabulary through clear 'knowledge organisers' in subjects such as mathematics, science, history and geography. These highlight the most important information and concepts that pupils need to know. They add value to learning and enrich pupils' understanding. However, leaders acknowledge this is not always the case. They recognise the need for this clear approach in all subjects across the wider curriculum. In addition, there is some inconsistency in the extent to which teachers check how well pupils know and remember what they have been taught.

Pupils with special educational needs and/or disabilities (SEND) are well supported. A small team of staff work together to identify and support pupils who are struggling with their learning. They intervene early so that pupils do not get left behind. Teachers ensure that the learning of pupils with SEND is prioritised so that all pupils have the same quality access to the curriculum. Additional bespoke support is provided when this is needed. The majority of parents with children with SEND are positive about the support received, making comments such as, 'I cannot say a bad thing about the school' and 'The headteacher, along with teachers, has gone above and beyond.'

Pupils behave well in classrooms, around the school and in the playground. Routines are well established from pupils' entry into Year 3. As a result, pupils know what is expected of them. Some pupils find it hard to settle in school. Staff understand this and work to provide them with constructive help so they can make the most of their learning. As a result, the inspector witnessed a calm and nurturing environment on the two-day inspection. However, a minority of parents are concerned about whether leaders are dealing with behaviour appropriately. Pupils are able to clearly define what bullying is, they told the inspector that this kind of behaviour happens very occasionally. Pupils were clear that when bullying does happen, adults resolve this quickly.

Personal, social and health education (PSHE) is well established. In lessons and assemblies, staff teach pupils about healthy relationships and how to stay safe. The school's PSHE programme carefully considers relationships and sex education. Pupils have a good understanding of positive and negative relationships. Staff provide sensible advice to parents and regularly consult them about this content.

Leaders are rightly proud of the breadth of experiences and opportunities they offer to all pupils. Teachers talk with passion of the experiences offered to pupils. Pupils talk confidently about other cultures. They are knowledgeable about democracy and have many opportunities to practise this in the annual life of the school. Pupils recently demonstrated their understanding of this through the election of school councillors. Many extra-curricular activities were paused due to the impact of COVID-19. As a result, pupils at this school take part in a limited range of clubs. Leaders intend to increase this offer.

Staff enjoy working at the school. Leaders are considerate of staff well-being when making decisions. For instance, teachers commented positively on recent changes made

to the school's marking and feedback policy. This has been amended to further enhance each pupil's next steps and aid their learning while also reducing teachers' workload.

In discussion with the headteacher, the inspector agreed that further development of the school's wider curriculum, including the greater development of subject-specific vocabulary, may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established efficient systems for recording and following up any concerns about pupils' safety or welfare. All adults are well trained, and their safeguarding knowledge is strong. Leaders ensure that staff briefings keep everyone informed. Useful key information, including documents about specific safeguarding issues such as county lines, are available to staff. Leaders have developed effective relationships with local services, including the children's centre and local authority children's services. These links support leaders in making the right decisions for families. All the required checks on adults in school are carried out correctly and with diligence.

Through lessons, assemblies and the school's website, important safety messages are shared with pupils and parents.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Owing to national restrictions, leaders and governors have not been able to check how well pupils know and remember what they have been taught. This means they do not know how effective their new curriculum structure is. Leaders should ensure that clear systems are in place to enable them to check how well pupils are remembering what they have been taught.
- In a small number of subjects, leaders have not outlined the precise knowledge that pupils need to know and when. They have not considered the key vocabulary that pupils must be familiar with. This prevents pupils from building on what they already know and can do. Leaders should ensure that the curriculum structure for all subjects is well sequenced, detailing the important knowledge that pupils should know.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2017.

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 information from Ofsted Parent View 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 the school and 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	107840
Local authority	Leeds
Inspection number	10211499
Type of school	Junior
School category	Foundation school
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair of governing body	Rachel Gregson-Khan
Headteacher	Lisa Piotrowicz
Website	www.yeadonwestfield-jun.leeds.sch.uk
Date of previous inspection	28 February 2017, under section 8 of the Education Act 2005

Information about this school

- Yeadon Westfield Junior School is a member of the Aireborough Learning Partnership Trust.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The Inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in the following subjects: reading, mathematics and geography. Here, the inspector met with subject leaders, visited lessons, talked to pupils and teachers and looked at pupils' work. In reading, the inspector also listened to pupils read to familiar adults.
- The inspector met with the headteacher, the deputy headteacher, subject leaders, groups of teachers and members of the local governing body, including the chair.
- The inspector reviewed safeguarding records, including the single central record of recruitment checks on staff.

- The inspector considered the views of parents who responded to Ofsted’s parental questionnaire, Ofsted Parent View.
- The inspector considered the views of staff from one-to-one conversations and took account of the responses to Ofsted’s staff survey.
- The inspector spoke with pupils formally and informally about their day-to-day experiences at the school. The responses from pupils who completed Ofsted’s pupil survey were considered.

Inspection team

Marcus Newby, lead inspector

Her Majesty’s Inspector

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