

# Inspection of Westfield Primary Academy

Chalkstone Way, Haverhill, Suffolk CB9 0BW

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Inspection dates: 24 and 25 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Westfield Primary Academy is a school where pupils are valued and well-looked after. Pupils and children in early years bring the 'Westfield promise' to life. They are respectful to each other and staff, regardless of differences in culture or background.

The school is a positive environment where pupils want to learn. Pupils work hard in class. They listen to their teachers. Learning is not disrupted often as pupils have high expectations of themselves and how others should behave. Pupils and children in the early years know the school's routines.

Adults teach pupils how to manage their emotions and feelings. This helps pupils to recognise if they need extra support or why others may behave differently. Pupils know who to go to if they have a problem or a worry. They trust adults to resolve any issue to stop it happening again. Bullying does not happen often.

Leaders want to broaden pupils' horizons and experiences beyond their normal school life. A range of clubs and activities help enrich pupils' experiences. Pupils, for example, talk excitedly about the visiting circus, roller skating and writing for the school newspaper. An increasing number of pupils are taking part in these events as the school returns to normal following the disruption of the pandemic.

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

Leaders and governors have acted decisively to address the issues around the school's curriculum highlighted in the previous inspection report. With the support of the trust, leaders reviewed and improved the school's curriculum.

The improved curriculum ensures all pupils, regardless of ability, study a range of different subjects and topics that are at least as ambitious as the national curriculum. Each subject plan shows the knowledge that pupils will learn. This knowledge is then carefully outlined from early years into Year 6. For example, in mathematics, children in early years learn about number facts and shape so they have a good foundation for new learning in Year 1 and beyond.

Leaders ensure teachers have the right training to deliver the curriculum effectively. Teachers know each subject well and so can quickly spot if a pupil has a misunderstanding or finds learning tricky. Teachers' clear lesson routines support learning well. There is a strong focus on supporting pupils with vocabulary. Year 2 pupils, for example, knew the word 'expedition' and its relevance to their history lesson.

The new curriculum is working well. It is helping younger pupils to learn from the time they arrive at school and has successfully helped older pupils to catch up on some knowledge they missed where the curriculum was less effective in the past. For the most part, plans are established and used well. A small number of

curriculum plans, however, are very new to the school. There has not been time for them to become part of teachers' established practice, or be evaluated. This means older pupils still have weaker knowledge in some subject areas than they should have.

The reading curriculum is well thought out. Learning to read begins as soon as children start the school. Well-trained adults support children in early years to build their reading knowledge step by step. Clear support, in and out of class, helps children who fall behind with their reading to catch up. Pupils, of all ages, enjoy reading and the stories they share in class. They talk with animation about the books they read through the school's curriculum. The curriculum contains a variety of books, spanning a range of topics and cultures, that enrich pupils' learning.

Pupils with special educational needs and/or disabilities (SEND) access the same high-quality curriculum as other pupils. Teachers make thoughtful changes to their lessons so that pupils with SEND get the support they need.

Leaders recognised a need to amend the school's approach to managing behaviour. They did so rapidly, ensuring pastoral care is of a high quality and that staff deal with any poor behaviour with a consistent approach. Pupils behave very well. They want to be in school and levels of attendance have increased. The school is calm, allowing pupils to focus on their learning.

Pupils access a carefully considered personal, social, health and economic (PSHE) education curriculum. It teaches them about topics such as healthy living and relationships in an age-appropriate manner. It is effectively adjusted and adapted as a result of pupils' experiences in the local community.

Leaders monitor staff's workload and well-being closely. Staff are fully on board with leaders' changes. Governors and trustees ensure that leaders have the capacity to continue to support their drive for school improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding throughout the school. Staff are clear about the school's safeguarding processes and procedures. Effective training supports staff to spot if a pupil is at risk of harm. Concerns are reported promptly to safeguarding leaders.

Safeguarding records are detailed. They show clearly how the school takes appropriate action in response to concerns. The school works closely with a range of agencies so that pupils, and their families, get the help they need.

Staff ensure pupils are taught well about risks to themselves whether online or in their local community. As a result, pupils know how to keep themselves safe and where to report concerns if they are worried.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Some curriculum areas have plans that are either very new to the school or have been recently changed. Leaders have not had time to fully establish or evaluate and refine them. Pupils' progress is better than it was but not as good as it could be. Leaders must evaluate and refine their curriculum to ensure all subjects consistently support pupils' learning and progress.

## 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

<b>Unique reference number</b>	140044
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10210883
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	391
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christine Quinn
<b>Headteacher</b>	Toni Kittle
<b>Website</b>	<a href="http://www.westfieldprimaryacademy.co.uk">www.westfieldprimaryacademy.co.uk</a>
<b>Date of previous inspection</b>	31 January 2019, under section 8 of the Education Act 2005

## Information about this school

- The executive headteacher and headteacher joined the school in September 2019. Since then, there have been significant staffing changes.
- A new headteacher and executive headteacher have been appointed to start in September 2022.
- The school uses both registered and unregistered alternative provision.
- The school runs a nursery provision.

## Information about this inspection

Inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in the following subjects: design technology, history, mathematics, physical education and reading. For each deep dive,

inspectors met with subject leaders, visited a sample of lessons, spoke with teachers and pupils about their learning and looked at a sample of pupils' work.

- Inspectors also considered curriculum plans and work in other subjects, such as art.
- To inspect safeguarding, the lead inspector met with the school's safeguarding leaders. He looked closely at the school's safeguarding systems, processes and records. Across both days, all inspectors spoke with pupils and staff about how the school keeps pupils safe.
- Inspectors spoke to a range of school staff and school leaders including the executive headteacher, the headteacher and the special educational needs coordinator.
- The lead inspector met with the trust's chief executive officer and other trust representatives.
- The lead inspector met with the chair of governors and other members of the local governing body.
- Inspectors considered the 77 responses made by parents to Ofsted Parent View, Ofsted's online questionnaire, including 76 free-text responses. Inspectors also considered the 36 responses to Ofsted's online staff questionnaire and 39 responses to Ofsted's online pupil view questionnaire.

### **Inspection team**

Damian Loneragan, lead inspector	Her Majesty's Inspector
Wayne Jarvis	Her Majesty's Inspector
Kim Hall	Her Majesty's Inspector

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