

Inspection of Westfield Primary School

Bonsey Lane, Westfield, Woking, Surrey GU22 9PR

Inspection dates: 21 and 22 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils greet visitors with a warm welcome at Westfield Primary. There is a buzz around the school and pupils are keen to talk about their learning.

Pupils are kind, and bullying is not accepted. Staff respond quickly and effectively if pupils need support with behaviour. Pupils feel safe and appreciate that staff care deeply about their well-being. Through 'aspirations day' and 'diversity week', teachers celebrate pupils and encourage them to dream big and aim high.

Pastoral care is strong, and leaders prioritise mental health. Many pupils visit the 'zen den' and 'dragon's lair'. Expert staff provide high-quality support for pupils to help them feel good about themselves and be ready to learn. One parent said, 'The school is a rock, they are always there for us.' Another shared that staff 'go above and beyond to help'.

Pupils love playing table tennis and using the exercise equipment at playtime. If they need quiet time outside, pupils relax in the nurture area and read their favourite books.

Pupils appreciate opportunities to be prefects, house captains, school councillors and anti-bullying ambassadors. They enjoy opportunities such as drama workshops with a local theatre company. This inspires them to prepare and perform a Shakespeare play to parents.

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

This is a school where everyone loves to read. Teachers read to pupils daily, choosing books which celebrate diversity and inclusion. Staff model enthusiasm and joy for reading, which inspires pupils. Pupils are learning to be confident and fluent readers with a strong appetite for stories and non-fiction. Classroom doors offer a warm welcome, with artwork celebrating covers of books which pupils enjoy. 'Round the world' displays celebrate their reading efforts in corridors.

Children learn to read as soon as they start school. From early years onwards, children learn sounds in a well-sequenced programme. Books are well matched to give pupils consistent opportunities to practise their emerging skills at home and at school. Staff are well trained and skilful. If pupils fall behind, staff identify the help that is needed. They provide strong support to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), catch up effectively.

The curriculum is ambitious and well-sequenced with skills for future learning. Pupils talk with excitement about activities in mathematics, computing and history. In the strongest subjects, such as physical education, pupils can identify key words and knowledge. However, the vocabulary planned in some subjects does not reflect leaders' ambitions. Leaders have not clearly planned the spoken language parts of the English curriculum. As a result, pupils do not always learn essential vocabulary

to help them to know and remember more across the curriculum. Leaders have not planned vocabulary and knowledge development with the precision to match the well-planned progression of skills.

Children in early years are learning new language through songs, nursery rhymes and games. Communication is strong between school and home. This has helped children to make a happy start at school. Early mathematics prepares children well by helping them to be fluent with numbers.

Staff have high expectations for behaviour and manage minor distractions with skill. Lessons are not disrupted and pupils show great enthusiasm for learning. Bullying is not accepted. Pupils feel safe and can tell adults if they have any worries. Pupils move around the school happily, and mostly sensibly. Leaders have worked hard to reduce absence, and attendance has improved for all groups of pupils.

Pastoral care is a strength of the school. Many parents appreciate the focus on pupils' well-being. Staff with relevant expertise provide therapeutic care for pupils in multi-sensory areas, such as the 'tranquillity cove' and 'zen den'. Leaders show dedication to finding the best for every pupil. Pupils are grateful for roles such as 'well-being ambassador'. They learn about democracy when electing school councillors, head boy and head girl.

Displays in corridors demonstrate the rich diversity in the school. Pupils created posters about inspirational Paralympic athletes from all parts of the globe. Pupils love staying active at playtimes, enjoying table tennis and trim trail equipment. They attend extra-curricular clubs such as karate, football, multi-sports, animation and 'eco club'.

Governors and trustees know the school well. They are clear about their roles. They ensure that statutory duties are met through clear communication and strong partnerships. They share school leaders' inclusive approach and high ambition for the community. Staff are happy and proud to work at Westfield Primary. They feel valued and supported by leaders. Parents speak highly of the school and they trust leaders to do their best for everyone. Parents say, 'there is a real community spirit', 'the staff are wonderful' and 'I can't recommend this school enough, they have been amazing for my children.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that safeguarding procedures are robust and effective. Everyone understands their duties and what to do if they have a concern.

Training is timely, detailed and frequently updated. Staff are vigilant and act swiftly if they are worried about a pupil. Safeguarding record-keeping is detailed and rigorous. Recruitment processes are managed diligently.

Leaders work tirelessly to ensure that pupils receive any help they need. They work with local agencies such as social care, police and housing services to share information and ensure that referrals are followed up.

Pupils learn about online safety and healthy relationships in assemblies and lessons.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, knowledge is not precisely planned. As a result, pupils do not always know and remember more across the curriculum. For example, while pupils can describe activities in history, they cannot always connect their learning. Leaders should ensure that knowledge components are clearly defined in less-well-developed subjects.
- Language development is not ambitious or clearly planned in every subject, including in the early years. This means that pupils do not always develop the vocabulary they need to achieve more highly. Leaders should plan the specific language pupils must learn to help them with their learning.

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.

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	145542
Local authority	Surrey
Inspection number	10241433
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	Board of trustees
Chair of trust	Stephen Norton
Headteacher	Karyn Hing
Website	www.westfield.surrey.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Westfield Primary School converted to become an academy school in July 2018. When its predecessor school, with the same name, was last inspected by Ofsted, it was judged to be good overall.
- The school is a member of the Engage, Enrich, Excel Academy Trust.
- At the time of the inspection, the school was using one alternative provider.

Information about this inspection

The inspectors carried out this graded 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 with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, computing, physical education and history. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited lessons, spoke to teachers, spoke to pupils, and looked at pupils' work. Inspectors listened to pupils read.

- Inspectors observed catch-up interventions to learn how staff provide extra support to pupils.
- Inspectors met with the headteacher, deputy headteacher, assistant headteachers, teachers and support staff.
- The lead inspector met three trustees, including the chief executive officer and the chair of the board of trustees.
- The lead inspector met three members of the local governing body, including the chair of governors.
- To inspect safeguarding, inspectors studied documents and records, including the school's single central record and child protection referrals. Inspectors spoke with the designated safeguarding leader, staff, and pupils.
- Inspectors considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the responses to the Ofsted Parent View questionnaire and the additional free-text responses.
- Inspectors considered responses to the pupil survey.
- Inspectors met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.

Inspection team

Scott Reece, lead inspector	His Majesty's Inspector
Alice Roberts	His Majesty's Inspector
Chris Parker	His Majesty's Inspector

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Piccadilly Gate
Store Street
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M1 2WD

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