

Inspection of Westfield School

Main Road, Westfield, Hastings, East Sussex TN35 4QE

Inspection dates: 20 and 21 September 2023

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 Good

What is it like to attend this school?

Pupils feel safe, happy and cared for at this friendly and inclusive school. They are keen to attend and excited to learn. A parent summed this up, describing going to school as their child's 'favourite thing to do.' This view was echoed by many other parents and pupils.

Right from the start in Reception, staff build positive relationships with children that help them to settle easily into school. Pupils say that they get along well with each other and treat each other with respect. This is evident around school in both classes and at social times.

Expectations of learning and behaviour are high. Pupils respond well to these, being focused and highly motivated to learn and do their best. They respond to the questions of teachers readily and confidently. Pupils learn well and are thoughtfully prepared for the next stage of their education.

Pupils relish the additional opportunities offered by the school. They talk animatedly about trips away and the range of available clubs that develop their interests in sport, music and the wider world. Pupils are motivated by the school focus on 'inspire, create, achieve'. They are keen to earn the t-shirts they are awarded when they demonstrate all three elements.

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

The school has been through a recent period of leadership change. Strong support from the local authority, local schools and governors has ensured that the school has maintained clear and appropriate priorities during this time. The quality of education provided for pupils has remained secure. Recent improvements to the curriculum have strengthened this still further.

Plans across the curriculum are in place that build pupils' knowledge in carefully sequenced steps from Reception Year to Year 6. This curriculum is ambitious and engaging. In subjects such as mathematics, leaders check pupils' learning carefully and adapt their planned activities accordingly. The work pupils complete is well matched to their needs. This includes providing additional support to pupils with special educational needs and/or disabilities (SEND). Any additional needs pupils may have are quickly identified. Staff ensure the support provided is carefully considered to ensure pupils with SEND can learn effectively alongside their classmates.

Other parts of the school's curriculum have more recently been redeveloped. Staff and pupils are positive about these changes. However, in these subjects, subject leaders have not yet been able to check that pupils are confidently learning key knowledge and skills. They are eager to do this to ensure pupils are achieving well across the full curriculum.

Learning to read is a priority. Pupils learn to read quickly and well. A sharp focus on phonics helps children in early years. Well-trained staff check pupils' reading confidence and fluency. They quickly spot where pupils might need additional support. Pupils enjoy the many opportunities to share and enjoy books, either in the well-stocked, inviting library or in the classroom. Staff select books carefully, so that shared reading helps pupils to discuss a range of issues or deepen their learning across the curriculum.

The school has introduced a new behaviour policy. This is helping staff to provide consistent support for pupils in managing their behaviour. Pupils understand the new systems and describe how this has helped them to behave positively. The school is generally a calm and settled place. Pupils work hard. Right from the start in early years, children learn to independently gather the resources they need and to start taking responsibility for their own learning. The few pupils who need extra support to manage their behaviour get what they need to ensure they are included in all aspects of school life.

Pupils' personal development is well considered, both through the curriculum and through the wider experiences provided by the school. Pupils are taught to understand themselves and others. They learn about a range of beliefs and outlooks. Pupils have a well-developed sense of the importance of equality. They demonstrate inclusive attitudes and describe how everyone is welcome to join in with their games and discussions.

Staff are positive about working at the school. They feel valued and well supported by leaders, who they say ensure that they have access to high-quality training and consider their workload. Governors are well informed and use a range of appropriate information to hold leaders effectively to account for improving the school. Parents are positive about the school. They appreciate the stability that has continued during the changes in leadership.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The leadership and oversight of individual subjects is at an early stage in some foundation subjects. This means that checks have not yet been made on the effectiveness of the curriculum in these subjects to ensure pupils are learning the intended curriculum. The school should continue to support leaders at all levels as they implement the changes within each subject.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	114421
Local authority	East Sussex
Inspection number	10287857
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair of governing body	Emily Sims and Janice Constable (co-chairs)
Headteacher	Katie Battisson (Interim headteacher)
Website	http://westfield.e-sussex.sch.uk
Date of previous inspection	27 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is currently led by an interim headteacher. The deputy headteacher started at the school in September 2023.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- During the inspection, the inspectors met with school leaders. The lead inspector also met with representatives from the governing body and spoke to a representative from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils read.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed responses to Ofsted's parent, pupil and staff surveys. An inspector spoke to parents at the school gate.
- The inspectors talked to staff to gather their views about the school, including their workload and well-being. The inspectors met with several groups of pupils, as well as speaking to pupils during lessons and at lunchtime.

Inspection team

Deborah Gordon, lead inspector

Ofsted Inspector

Martin Hacker

Ofsted Inspector

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