

Inspection of Westfields Junior School

School Lane, Yateley, Hampshire GU46 6NN

Inspection dates: 7 and 8 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils enjoy attending school, embracing its values of 'unite, inspire and excel'. Staff have high expectations for pupils' learning. Pupils live up to these expectations in their lessons by 'showing they can shine'. They are attentive and enthusiastic about their learning and achieve well. Pupils develop positive relationships with staff, who they know look after them and keep them safe.

Pupils benefit from a multitude of opportunities to assume leadership roles. Many apply for these positions and understand the democratic processes involved. Pupils on the school council share their classmates' views and ideas with staff. Others are proud to be trained as 'new arrival ambassadors' and give families a warm and informative welcome to the school. There are numerous times when pupils recognise how their views are listened to and their opinions valued. One parent sums up the views of many when they say, 'There are so many opportunities for children to find their niche and shine.'

Parents and carers value their invitations to visit the school. Events such as the termly 'Fantastic Finish' and annual celebration evening give them a wealth of information about what their children learn at school.

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

The school has high ambition for all pupils. There is a culture of review and reflection about the school's curriculum. Leaders check it is relevant to all pupils. This includes considering what a year in the life of a Westfields' pupil feels like. The school makes sure that opportunities for enrichment enhance pupils' learning experience and bring the curriculum to life. For example, pupils gain much from trips to Winchester Science Centre and Military Museum. Pupils with special educational needs and/or disabilities (SEND) access the same ambitious curriculum as everyone else. Well-trained staff provide focused and effective extra help, where appropriate.

The provision for pupils' personal development is exceptional. The annual 'Great Debate' allows pupils to explore and discuss a whole-school topic. Pupils learn how to evaluate contrasting opinions and evidence. The confidence they gain from presenting their research to an audience is impressive. In personal, social and health education, pupils learn how to look after themselves in terms of their physical and mental well-being. They understand the importance of getting enough sleep and having a healthy lifestyle. They develop strategies to manage their emotions and build self-esteem.

Pupils become confident and fluent readers. They enjoy their regular reading time and are motivated to read by the 'Reading Masters' system. Books across the curriculum are well considered, widening pupils' understanding through a diverse range of genres and topics. The emphasis on the study of whole texts means that pupils build a reading memory and a love for books. Pupils are proud of their school library and enjoy choosing books from sections such as 'Lit in Colour'. Staff are quick

to spot any pupils who need extra help with their reading, and they are supported to catch up quickly.

Teaching encourages the use of high-quality language and communication in lessons. 'Partner-talk' and paired reading techniques allow pupils to discuss and build their thoughts. Teaching staff model subject-specific vocabulary and pupils have useful reminders in their books and on classroom displays. In many subjects, teaching helps pupils to recall what they have learned before and link it with their current learning. However, in a few subjects, this is not as effective. This means that, sometimes, pupils tend to recall enjoyable activities rather than the key learning, resulting in some gaps in their knowledge.

Families appreciate the school's wide range of extra-curricular activities, including basketball, chess and the incredibly popular astronomy club. The school makes sure that these clubs are inclusive, including participation of pupils from disadvantaged backgrounds. The school's work to ensure that pupils attend regularly and on time is successful. Staff are proactive and use many strategies to promote high attendance, including inviting pupils to a breakfast club. The recent appointment of a family support worker means that families have an additional layer of support should they need it.

The governing body is knowledgeable about its work. Governors receive the information they need to be able to appropriately support and challenge school leaders. There is a shared sense of excitement about the recent federation with Westfields Infant School and the opportunities leaders feel this will bring.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teaching does not always emphasise the key knowledge and skills pupils need to learn. This means that pupils sometimes have gaps in their understanding. The school should ensure that, in all subjects, the teaching of key knowledge and skills allows pupils to achieve the aims of the curriculum.

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	115984
Local authority	Hampshire
Inspection number	10287882
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	357
Appropriate authority	The governing body
Chair of governing body	Leigh-ann Ogborne
Headteacher	Joanne Redman
Website	www.westfields-jun.hants.sch.uk
Dates of previous inspection	13 and 14 September 2011, under section 5 of the Education Act 2005

Information about this school

- 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 the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, computing, art and history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 had meetings with senior school leaders and representatives from the governing body. The lead inspector had a phone call with a representative from the local authority.
- The inspectors analysed responses to the staff survey and spoke to staff about their views of the school.
- The inspectors took account of the responses to Ofsted's Parent View questionnaire and the additional free-text responses. The lead inspector also spoke with parents on the morning of the second day of the inspection.
- The inspectors evaluated responses to Ofsted's pupil survey and spoke to pupils to gather their views.

Inspection team

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