



# Westfield School

## Inspection Report

**Unique Reference Number** 114421  
**LEA** East Sussex  
**Inspection number** 279382  
**Inspection dates** 21 June 2006 to 22 June 2006  
**Reporting inspector** Peter Sudworth AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Westfield
<b>School category</b>	Community		Hastings
<b>Age range of pupils</b>	4 to 11		East Sussex TN35 4QE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01424 751404
<b>Number on roll</b>	213	<b>Fax number</b>	01424 756898
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	28 February 2000	<b>Headteacher</b>	Mr Keith Cheetham

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 21 June 2006 - 22 June 2006	<b>Inspection number</b> 279382
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Whilst most pupils come from the Westfield area, about one third of the pupils travel in to this one-form entry school from a much greater distance. Attainment on admission can vary significantly from year to year but overall it is broadly in line with expectations. The percentage of parents whose children claim free school meals is below average. Nearly all pupils are of White British heritage. The number of pupils with learning difficulties and/or disabilities is below average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The inspection confirms the good quality of education that the school feels it provides. This is a very happy school where pupils enjoy their learning. Many parents express their delight at what Westfield School offers and feel their children thrive. The very well planned curriculum in the Foundation Stage ensures that the children develop extremely good learning attitudes from the beginning. Stimulating learning experiences in Years 1 to 6, fostered by good teaching, continue pupils' zest for learning. This is seen in their excellent behaviour and attitudes to work, regular attendance and in very good relationships. Consequently, pupils achieve well and often reach above average standards by Year 6. The progress pupils make from Year 3 to Year 6 is most often better than that nationally. However, some pupils' handwriting could be neater and more mature in style by Year 6.

The school is well led and managed. Staff are keen to address areas of comparative weakness and this is bringing about improved progress in reading by Year 2 and in mathematics by Year 6. Teachers are dedicated to do the best for the pupils and work harmoniously as a team. They have excellent relationships with the pupils. Care arrangements are good and so pupils feel safe in school. Pupils' progress is tracked very well throughout the school, though pupils do not understand well enough what they need to do to get to the next attainment step of the National Curriculum. The school has made good progress since the last inspection but there is still room for more consistency in the use of computers across the curriculum. The school provides good value for money and has a good capacity for further improvement.

### What the school should do to improve further

- Ensure pupils develop their computer skills further by using computers more frequently in their learning in all subjects.
- Improve pupils' handwriting skills by Year 6.
- Ensure pupils understand what they need to do to improve their work and how to get to the next level of attainment.

## Achievement and standards

### Grade: 2

Children's attainment on entry is broadly in line with expectations. Children in the Foundation Stage are very well prepared for National Curriculum studies and make very good progress. Most securely reach, and some exceed, the expectations for the end of the Reception Year. Pupils sustain good progress overall in Years 1 and 2 and generally reach above average standards. Reading has been a weakness but pupils are developing a greater interest in books because they are now reading a far wider range than before. Their progress is beginning to accelerate as a result.

Pupils' achievement in Years 3 to 6 is good and the school has been reaching the challenging targets set. The rates of progress made from Year 3 to Year 6 have been

better than most schools nationally, despite a fall in results in 2005 due to the make up of the group. By Year 6, most pupils reach expected standards and pupils' attainment is above average overall; many pupils have been reaching the higher level in national tests, particularly in reading and science. A weakness in mental mathematics evident in the 2005 results has clearly been overcome by teaching pupils more strategies to calculate mentally. Inspection evidence suggests that results in national tests will be better in 2006 than in 2005, though handwriting is inconsistent in quality. Pupils with learning difficulties and/or disabilities make similar rates of progress to other pupils. Pupils' skills in using computers in other subjects are still developing.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good, though they are still developing skills of self-assessment in relation to their learning. They adopt excellent attitudes to their studies and clearly enjoy their lessons. Pupils fully meet the high expectations held by the school regarding behaviour. They attend regularly.

Pupils form very good relationships with one another and feel safe in school. They are very knowledgeable about healthy lifestyles and keeping safe. Pupils know who to turn to should they encounter problems. They undertake several responsibilities and carry these out conscientiously and with cheerfulness. Some older pupils are trained as sports leaders and encourage younger pupils to participate in playtime activities.

The developing school council is beginning to represent the opinions of the wider pupil body successfully. It has commenced a number of projects aimed at improving the school environment such as planning new markings on the playground to facilitate more play activities.

Overall, the spiritual, moral, social and cultural development of pupils is good. A wide range of opportunities arise in lessons and in other activities for pupils to develop their social skills. They have a well developed awareness of what is right and wrong. There is a good spiritual ethos which is reinforced through the daily whole-school assembly and through areas of the curriculum such as art. Pupils' cultural and multicultural awareness is increasingly being enhanced through the wide diversity of thematic work that they undertake.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The inspection confirms the school's evaluation of teaching as good. Foundation Stage teaching is outstanding. Teaching is good in Years 1 to 6. Staff are supported well by teaching assistants. Management of pupils' behaviour is excellent. A key strength of teaching is the way in which lessons are planned to provide interesting activities that motivate pupils and make their learning enjoyable. The work is challenging and at the same time matched well to the learning needs of pupils of all abilities. However, there

is scope to give pupils more opportunities to use and develop their computer skills further across different subjects. Pupils respond enthusiastically, especially when they work practically and make visits.

The process of setting targets and assessment systems are both rigorous and effective. Teachers monitor pupils' progress constantly and the information that is gathered is used effectively to plan subsequent lessons. Pupils generally know how well they are doing but they are not always told what they need to do to reach the next level of attainment in a way that is easy to understand and respond to. There are well established routines for monitoring the quality of teaching to ensure that good practice is maintained and, where appropriate, shared.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. The Foundation Stage is outstanding and the children are both enthralled and excited by the interesting activities provided. The very good blend of directed and self-chosen activities develops children's learning skills and their independence. The school has recently revised its programme of work in Years 1 to 6. The new programme is already stimulating the pupils' enjoyment in learning. It draws well on key skills and links learning across subjects which supports pupils' understanding but there are some missed opportunities to use computers.

Parents state that their children find learning fun. This is because the pupils have good opportunities to work practically and learn directly from first hand experience. Visitors to school and visits to places of interest are used well to develop pupils' understanding. Year 5 pupils spoke enthusiastically about their visit to underground shelters and a simulated air raid. Pupils' experiences are widened by good opportunities in extra-curricular sport. Throughout the school, a good emphasis is placed on pupils' personal development so that they are aware of healthy and safe living. Good provision is made for pupils with learning difficulties and/or disabilities which supports their good progress.

## **Care, guidance and support**

### **Grade: 2**

Each individual child is supported well by good quality caring relationships. If pupils have concerns, they know they can discuss them with staff and be given the support and guidance they need. Parents write appreciatively of this good care for their children. Parents of children in the Foundation Stage regard the care as exceptional. Staff and governors are vigilant in trying to ensure that the school is a safe place. A safety issue has been reported to them. Staff have been trained in child protection matters and these are well understood. The school has good procedures to check on any unnotified absence. Good links with external agencies, including a counselling service, ensure that pupils with learning and emotional difficulties are well provided for. The school has placed great emphasis on building a supportive relationship with families and this has had a positive impact in working together to support the pupils. Pupils' progress

is tracked well throughout the school against individual pupil targets set but individually pupils do not know well enough how they can improve their work.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. School self-evaluation is accurate. The school works diligently to gather the views of parents, pupils and other stakeholders and responds well to any issues that are raised. These views, together with those of staff and governors, are used effectively in drawing up the school development plan. Overall, good progress has been made since the last inspection but there is still room for improvement in the use of computers across the curriculum.

The headteacher has created an effective senior management team as well as a highly motivated team of subject leaders who have worked hard to develop the new approach to the school curriculum. The leadership and management of the Foundation Stage are outstanding. Subject leaders are becoming more incisive in their monitoring of standards. The work of the school is well supported by a strong governing body that is well led by an outstanding chairman.

There are good procedures for monitoring the quality of provision and evaluating the performance of all members of staff. This evaluation is well used to plan for their further professional development. Effective use is made of resources. Strong links with the wider community often provide opportunities for expanding the learning opportunities of pupils. There are good arrangements for monitoring finance. The school has good capacity and a strong desire to improve further. It provides good value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for your kind welcome when we visited the school. We enjoyed our visit very much. We think that your school is a good one and this confirms what several of you told us. You obviously enjoy school and like your lessons. We were very impressed by your behaviour and your kindness to one another.

We feel that the school is well led and managed and the teaching good. We think that your teachers are very caring towards you and certainly make your lessons very interesting. You make good progress in school and often reach standards above those expected but we feel that some of you could write more neatly in your exercise books by Year 6. We saw the list of information in your exercise books which tells you what you need to do to get to the next level in learning. However, not all of you understand these statements. We think that these could be made simpler so you have a better idea of what you need to improve.

The progress since the last inspection has been good. The school has improved its use of computers since then but there is still room for greater use of the computers in your learning so that you develop even better skills.

You develop good skills to help you in the future. You show excellent attitudes to learning in your lessons. You certainly do some interesting things, such as the rocket which came to school on a big trailer and the large number of visits that you enjoy.

We would like to wish you well for the future. We know that you will continue to work hard to achieve success.