



# Westfields Infant School

## Inspection Report

**Unique Reference Number** 115994  
**LEA** Hampshire LEA  
**Inspection number** 279720  
**Inspection dates** 3 October 2005 to 4 October 2005  
**Reporting inspector** Derek Watts AI

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

<b>Type of school</b>	Infant	<b>School address</b>	School Lane
<b>School category</b>	Community		Yateley
<b>Age range of pupils</b>	4 to 7		Hampshire GU46 6NN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01252873603
<b>Number on roll</b>	232	<b>Fax number</b>	01252890832
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs S Peacock
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mrs E Steers

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 3 October 2005 - 4 October 2005	<b>Inspection number</b> 279720
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Westfield Infant is an average size school. The number on roll is falling due to fewer children in the area. The majority of pupils are from White British backgrounds with the remainder from a range of ethnic backgrounds. About one per cent of pupils have English as an additional language. The number of pupils eligible for free school meals or with learning difficulties is below the national average. Children's attainment on entry to the school is broadly average. The school is currently going through a significant period of change. It is difficult to recruit teachers in the area. There have been five new teachers in the last two years. The deputy headteacher left recently and a long serving headteacher retired at the end of the summer term. At the time of the inspection, an acting head teacher was leading the school until a new head teacher starts in January 2006.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

The school rates its effectiveness as good but the inspection team found it to be satisfactory and providing satisfactory value for money. Its previous successful performance has been impacted recently by the high turnover of teachers. The leadership and management have identified the main reason for this, a lack of challenge for the more able pupils and are taking action to improve the situation. Children in reception achieve well due to good teaching and a well-planned curriculum. Many are on course to meet the goals set for them nationally at the age of five. Pupils achieve satisfactorily in Years 1 and 2, but make faster progress in reading. As a result, at age seven, standards in reading are particularly high because many parents listen to their children read at home. In writing and mathematics, standards are good but could be better if the more able pupils received harder work. Pupils' good attitudes, behaviour and attendance contribute much to these standards. Throughout the school, pupils' personal development and well-being are good so there is a safe and happy atmosphere in which they can learn. The curriculum is enhanced by a good range of additional activities that captures their interest. Pupils are cared for well. The school has the full confidence of its parents and receives good support from them. Improvement since the last inspection has been hindered by the turnover of teachers. With the clear leadership from the acting headteacher and the support of an effective governing body, new developments are being introduced. The staffing situation is now more settled and so the school's capacity to improve is satisfactory.

### **What the school should do to improve further**

\* Raise standards and achievement for the higher attaining pupils in mathematics and writing.\* Ensure that assessment information is used effectively to guide planning and teaching so that tasks are better matched to pupils' needs.\* Check that improvements are effective and impacting on the achievements of all pupils.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory overall, but good in the reception classes. Attainment on entry to the reception class is broadly average. Good teaching enables many pupils to reach or exceed the goals set for them to achieve at the age of five. This good foundation is built on well in Years 1 and 2 in reading and with the support of parents, pupils reach high standards at age seven. In writing and mathematics, results in national tests are good as most pupils, including those with learning difficulties make good progress. However, there is evidence that some of the more able pupils are underperforming. Teachers are not always using assessment information well enough to match work precisely to their needs. The challenging targets set for pupils to reach at age seven have not always been met recently. This is due to the long term absence of the subject leaders for English and mathematics and teacher changes.

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

### **Grade: 2**

The inspection team agree with the school that pupils' personal development and well-being are good. Relationships between pupils and between pupils and adults are very good. New arrivals in reception settle very quickly to school routines because they are very well supported. Pupils' attitudes to learning are good, they behave well and enjoy coming to school. Attendance levels are good and above the national average. Pupils work hard and concentrate well during lessons. These factors contribute positively to pupils' learning and the good standards attained. Pupils have an opportunity to express their views through an annual school questionnaire and their views are valued and acted upon. For example, further improvements have been made to the playground equipment. The pupils' spiritual, moral, social and cultural development is good. Cultural diversity in society is celebrated well in displays and topics, and by visits from members of the wider community. For example, pupils have listened to Thai music, worn Thai costumes and participated in Thai style dancing. There are good opportunities for pupils to take on extra responsibility and they have special jobs such as librarian and helper of the week. Pupils know about healthy lifestyles because the school is rightly involving them and their parents in a healthy schools initiative. This project makes clear the need for regular exercise and to eat a healthy diet. Pupils are aware of the importance of wearing sun hats and drinking plenty of water.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning are satisfactory overall. They are consistently good in the three reception classes. Here pupils make good progress because they are provided with an interesting and stimulating range of activities that make them want to learn. Assessment procedures are good and tasks are well matched to children's needs. This is not always the case in Years 1 and 2. Teachers' use a range of appropriate methods such as questioning, instruction and demonstration well to promote learning. Strategies for the teaching of reading are effective and contribute to the school's high standards in this area. The school has been working to improve the quality of teaching to enhance pupils' learning, but it has been hampered by teacher turnover. This means assessment information is not used effectively enough to inform planning and teaching. As a result, tasks are not always matched to the needs of the more able. Teaching assistants are directed well and provide good support to pupils, particularly those with learning difficulties.

## **Curriculum and other activities**

### **Grade: 3**

The quality of the curriculum is satisfactory. It is good in reception because of good leadership in the Foundation Stage and the stability of staffing. There is consistency in teaching and the presentation of a stimulating curriculum that supports good progress for many pupils. In Years 1 and 2, there is a clear emphasis on promoting pupils' personal development, healthy eating and active lifestyles. These also help pupils to avoid risks and stay safe. A good range of additional activities, including art, book and music weeks, as well as visits out and out of school clubs contribute well to pupils' enjoyment and achievement. However, planned improvements to other areas of the curriculum have been held up. New teachers have not always implemented programmes of work consistently.

## **Care, guidance and support**

### **Grade: 2**

The school, parents and pupils judge care, guidance and support to be good throughout the school and inspectors agree. The school has established a climate in which pupils feel safe and have trust in their teachers and support staff to resolve the few issues that do arise. The school does not have any pupils on the child protection register but the appropriate procedures are in place. Arrangements for the safeguarding of pupils are secure and there is meticulous attention to risk assessments. Pupils with learning difficulties receive good support and make good progress against their individual targets.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The acting head teacher is managing this transition phase effectively despite the significant challenges brought about by teacher turnover. The school's ability to assess its own performance is satisfactory. It knows what it does well, such as making good provision for pupils' personal development and well-being and caring for them effectively. It also recognises the main weaknesses linked to the achievement of the more able and use of assessment information. National test data has been analysed and the reasons for the underachievement of the more able identified. Action to overcome this in the past two years was hindered by staffing difficulties. More urgent action is now being taken to improve assessment procedures and the use of information from these to provide more challenging work. The impact of leadership and management on standards has been reduced by the absence of subject leaders and changes at senior level. Governors bring a good range of skills to the school and are committed to supporting it. As a result of their good understanding of the school's strengths and development needs they have made clear decisions about the appointment of a new headteacher who is due to take up the position in the New Year. The teaching staff are more settled and developments are moving forward under the guidance of the acting headteacher. The

new deputy head teacher and new teachers have settled in well. The school's capacity to improve is satisfactory.

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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>	3	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	2	NA
The effectiveness of the school's self-evaluation	3	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>	3	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	3	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	2	NA
The attendance of learners	2	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	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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 so much for welcoming the inspectors into your school. Thank you also for talking to us and showing us your work. We enjoyed our time with you and would now like to tell you what we found out about your school.

Many of you told us how much you enjoy being at school. Your teachers and other helpers make sure that you are safe and well looked after. We certainly think that you behave well and show an interest in your work. You are friendly, polite and look very smart in your school uniform. We were very pleased with how well you worked and played with each other.

The new children in the reception classes have settled in to school very well. In lessons, we saw you worked hard and listened well to your teacher. You answered questions well and took part in the activities. You say that your teachers are friendly and helpful. We agree with this. Many of you make good progress but we think that some children in Years 1 and 2 could do better in writing and mathematics. We found that there are some good clubs for you to attend including football club, breakfast club and after school club. You clearly enjoy these. Finally, we would like to thank you once again for all your help. We wish you well in the future.