

Westfields Junior School

Inspection report

Unique Reference Number	115984
Local Authority	Hampshire
Inspection number	379181
Inspection dates	13–14 September 2011
Reporting inspector	Paul Sadler

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Martin Perkin
Headteacher	Karine George
Date of previous school inspection	5–6 February 2007
School address	School Lane Yateley Hampshire GU46 6NN
Telephone number	01252 408218
Fax number	01252 408216
Email address	admin@westfields-jun.hants.sch.uk

Age group	7–11
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Introduction

This inspection was carried out by four additional inspectors. They observed 15 lessons taught by 11 teachers and held meetings with staff, the Chair of the Governing Body and a group of pupils. They observed the school's work, and looked at documentation relating to pupils' attainment and progress, monitoring and evaluation and to the safety of pupils. They analysed the responses to questionnaires completed by staff, pupils and by 110 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and progress of pupils in English across the school and the impact of the school's work to improve attainment in writing.
- The relative attainment and progress of groups of pupils including boys and girls, those with special educational needs and/or disabilities, and those of minority ethnic heritage.
- The impact of work to improve assessment on the quality of teaching and the curriculum, especially the match of work to pupils' individual needs.
- The impact of work to improve support for pupils whose circumstances may make them vulnerable and their families.
- The attendance of pupils to see if there has been significant recent change.

Information about the school

The school is of larger than average size and serves a residential area. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion with special educational needs and/or disabilities is average. In most cases these pupils have moderate learning or behavioural difficulties but a few have specific disabilities such as hearing impairment.

The school shares a large site with an infant school and a secondary school. While there is no other educational or childcare provision managed by the governing body, use of the playing fields and some other facilities on the site is shared by the three schools.

During the inspection almost all Year 6 pupils were taking part in a residential experience in another part of the country, supervised by a significant proportion of the staff and the governing body. The school holds a number of awards including the Basic Skills Quality Mark, Activemark and information and communication technology (ICT)Mark and recently gained the Parents in Partnership Gold Award..

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Pupils make excellent progress in their work and, on leaving Year 6, their attainment in English and mathematics is high. The school continually monitors the progress of all pupils, and rapidly and successfully puts in place strategies to remedy any slow progress. Progress in English is especially good, with almost all pupils meeting or exceeding their demanding targets. As a result, for example, the large majority of pupils in Year 6 in 2011 with special educational needs and/or disabilities attained at least the national expectation in their English and mathematics tests. Other groups of pupils such as those of minority ethnic heritage made equally outstanding progress. Pupils and their parents and carers agree that they are safe in school, because arrangements to keep them so are excellent. For example, arrangements to ensure pupils' safety in the shared playing areas are kept under continual review. Pupils' attendance is high and the skills they will need in later life are developed with outstandingly good effect. They have access to a very wide range of resources to develop their skills of using information and communication technology (ICT) and a group of pupils recently made a presentation at a national conference concerning the use of ICT in schools. This was one example of their outstanding contribution to the community.

Excellent teaching lies at the heart of pupils' outstanding achievement. Teachers have high expectations of pupils and use assessment very skilfully to identify progress and rapidly move pupils on to the next stage of learning. Marking is used particularly well, with helpful comments enabling pupils to improve their work. Pupils are polite and friendly and their behaviour around the school and at play is consistently good. The inspection took place very early in the school year and in a few of the larger classes teachers had not yet fully established boundaries with the pupils. As a result, occasionally learning slowed when a few pupils did not respond quickly to teachers' instructions. Pupils benefit from an exciting range of subjects and activities, with effective specialist teaching in some including music, French and physical education. Many additional activities are provided in areas including sport, music, drama and environmental care. The use of ICT enables pupils to communicate with pupils in other parts of the United Kingdom and the world, but their opportunities to meet and talk directly with people of different faiths and cultural backgrounds are limited. The care, support and guidance for pupils are outstanding and the school has recently focused on providing comprehensive support for those whose circumstances may make them vulnerable, and for their parents and carers. The latter appreciate the level of support which enables their children to make outstanding progress and is rightly contributing to the increasing popularity of the school.

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The school has an outstanding capacity for further improvement. The governing body provides the school's leaders with exceptionally effective challenge and support. As a result, the school has improved pupils' performance in a number of key areas since the last inspection, and raised the quality of care and some of the personal development outcomes for pupils to 'outstanding'. The headteacher's commitment and drive have ensured that her senior leadership team successfully creates a strong sense of ambition and purpose across the school. Leaders at different levels have an accurate view of the school's effectiveness and all contribute to the school's development plan, informed by a thorough analysis of the performance of different groups. There is no sense of complacency and leaders are dedicated to striving for excellence at all times. Senior leaders rightly take pride in the way staff are developed and nurtured and morale is very high. Several awards for excellence such as the Basic Skills Quality Mark, Activemark and the ICT Mark have been renewed on several occasions, showing the consistency of quality in the school's work.

What does the school need to do to improve further?

- Improve pupils' understanding of those of different faiths and cultural backgrounds by providing more opportunities for them to meet and work with others.
- Ensure that in all classes routines and teachers' expectations are established rapidly at the start of the school year so that pupils quickly gain maximum benefit from their learning.

Outcomes for individuals and groups of pupils**1**

In lessons and in their writing, pupils especially enjoy exploring new vocabulary and discussing their work, as when those in Year 4 discussed the meanings of words such as 'downhearted'. In mathematics, Year 5 pupils, many of whom had special educational needs and/or disabilities, enjoyed playing a number game and exploring alternative methods of reaching the correct answer. Opportunities to demonstrate their learning excite them, as when Year 3 pupils showed off the 'bugle calls' they had composed on their keyboards. Pupils are able to express abstract thoughts with clarity. 'I was able to build on the picture already in my mind', explained a Year 5 pupil after listening to the teacher read a description of the minotaur. These are all examples of the excellent learning that takes place in the school. Data and scrutiny of work show that pupils' writing has improved since the last inspection, and also that leaders have identified and rectified differences in the proportions of boys and girls attaining at the highest level in this area. Indeed, boys and girls achieve equally well in all areas of learning.

Pupils have an excellent understanding of how to stay healthy and safe. They understand the importance of maintaining a balance between diet and exercise. When explaining a healthy diet, they take a sophisticated approach of moderation, rather than simply saying there are foods one should or should not eat. They show

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care and concern for others and their excellent contribution to the community is enhanced through the school council, rewards for effort and success that are worn proudly, and through music and drama performances at local and national levels.

While pupils have a general understanding of and tolerance towards those of different faiths and cultural backgrounds, they have limited direct experience of meeting others from a variety of backgrounds. They have a strong sense of right and wrong and a good understanding of the importance of caring for the environment, as seen when pupils in Year 4 tended a rose bed and prepared the ground for new plants.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers use assessment well to plan work that meets each pupil's needs. In the best lessons they also adapt their teaching to respond to progress that is faster or slower than expected. For example, in Year 5 mathematics, pupils were encouraged to move on quickly to more demanding tasks as their confidence in mental addition grew. Teaching assistants work well with groups of pupils to ensure they keep up, or to clarify teachers' explanations. The use of specialist teachers in some subjects contributes well to the high expectations of learning that are clear throughout the school's work. Pupils get plenty of opportunities to practise their newly acquired skills, for example by videoing reading or oratory for later discussion by the class, enabling pupils to learn from each other and further improve their work. The school is developing a radio station with links to local commercial and public radio that is also enabling pupils to learn technical and presentational skills, showcase their work

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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and raise their self-confidence. This is also an example of the excellent partnerships that exist with a wide range of organisations, enhancing pupils’ opportunities for learning. The excellent range of other resources, for example for music and physical education, further enhances pupils’ learning.

During the inspection parents and carers of Year 3 pupils had an opportunity to meet their children’s class teacher individually to discuss ways in which their child could achieve maximum benefit from the coming school year. Parents and carers greatly appreciated this opportunity and attendance was high. This personal approach to starting at the school and supporting each pupil’s development is a good example of the excellent care, guidance and support that pupils receive. The school has excellent links with external agencies and other schools that contribute further to this aspect of its provision.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and deputy headteacher have been in post for some time and have built a very effective team of leaders and managers. Monitoring is detailed and accurate and good use is made in self-evaluation of the wide range of data available. Teaching and learning are developed very well using research methodology that identifies the most effective strategies and puts them to good use, as shown especially by the innovative use made by the school of ICT in a range of contexts. The great enthusiasm of leaders and managers conveys their drive and ambition for the school and translates to the rest of the staff. Strong teamwork permeates all areas of the school, and developing classroom practice is a priority for staff. Teachers benefit from working alongside their colleagues so that they sharpen their expertise.

Governance is outstanding, and key members of the governing body play a significant role in the school’s execution of its statutory duties. They share the headteacher’s aims and are fully involved in strategic planning. They challenge the school extremely effectively, such as in determining the strategic direction of the school following recent educational initiatives and they work harmoniously with the headteacher to achieve their shared goals. The governing body is strongly committed to safeguarding the welfare of the pupils and does so exceptionally well. Parents and carers have a high level of satisfaction with the school and the strength of the school’s partnership with them has been recognised through the Parents in Partnership Gold Award. ‘We have loved watching our children achieve and grow as

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they pass through the school', was a parental comment whose eldest child ,a former pupil, is about to study at university. Leaders and managers are supported well by the highly effective governing body that challenges them to improve further and which is highly focused on raising pupils' achievement. The equally good progress made by different groups of pupils demonstrates the school's excellent commitment to equality of opportunity and discrimination is not tolerated. The governing body is aware of its duty to promote community cohesion and does this well, for example through links with agencies such as the police service, although school leaders recognise that pupils have limited opportunities to interact with those of other cultural and faith backgrounds.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Parents and carers rightly have positive views of the school. All who expressed a view believed their children were safe and that they were prepared well for their future lives. Almost all agreed that the school is led and managed well and that it helps their child lead a healthy lifestyle. Inspection evidence supports these positive views.

A few parents and carers feel that their children are not making enough progress, or that unacceptable behaviour is not managed effectively. Inspectors were satisfied that individual concerns are dealt with effectively by senior leaders, although in a few classes teachers had not yet got the full measure of how to manage all their new pupils.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westfields Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 110 completed questionnaires by the end of the on-site inspection. In total, there are 419 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	57	40	36	6	5	0	0
The school keeps my child safe	65	59	44	40	0	0	0	0
The school informs me about my child’s progress	36	33	64	58	5	5	3	3
My child is making enough progress at this school	41	37	55	50	10	9	2	2
The teaching is good at this school	52	47	53	48	3	3	0	0
The school helps me to support my child’s learning	43	39	58	53	6	5	1	1
The school helps my child to have a healthy lifestyle	44	40	63	57	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	45	54	49	0	0	0	0
The school meets my child’s particular needs	42	38	55	50	6	5	1	1
The school deals effectively with unacceptable behaviour	41	37	55	50	9	8	3	3
The school takes account of my suggestions and concerns	35	32	61	55	7	6	1	1
The school is led and managed effectively	52	47	52	47	1	1	2	2
Overall, I am happy with my child’s experience at this school	61	55	44	40	3	3	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 September 2011

Dear Pupils

Inspection of Westfields Junior School, Yateley GU46 6NN

Thank you for making us so welcome when we visited your school recently. We especially enjoyed talking with you and seeing your work. This letter is to tell you what we found out about your school.

Yours is an outstanding school. You all make excellent progress in your work and by the time you leave at the end of Year 6 you reach high levels in the English and mathematics tests. You know a lot about how to stay safe and keep healthy, and the school gives you lots of opportunities for sport and exercise. We were especially impressed with your work in music and in using information and communication technology and the way you use these to show other people outside the school what you can achieve. We were also impressed with your writing, speaking and listening. You behave very well around the school, although in a few lessons we noticed some of you did not always follow the teacher's instructions immediately. You like school and your attendance is high. Teaching is excellent and if you need extra help you receive it. Your work is marked well and you are shown how to improve it. There are lots of exciting activities such as the Year 6 residential visit. You are prepared very well for secondary school and are cared for well in other ways. We have asked the school to give you more opportunities to meet people from different faiths and backgrounds, and to make sure you quickly learn how the teacher expects you to behave in lessons when you start in a new class. You can help by always listening carefully to instructions.

The headteacher, staff and the governing body lead the school very well. It is obvious that they all want you to do as well as you can at school and in the future. They have spotted where the school could be better and have worked hard to make that happen. They make sure you are safe and offer you and your families help when you need it.

Yours sincerely

Paul Sadler
Lead inspector

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