

Inspection of a school judged good for overall effectiveness before September 2024: Westfields Infant School

School Lane, Yateley, Hampshire GU46 6NN

Inspection dates:

25 and 26 February 2025

Outcome

Westfields Infant School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

This is a caring school that pupils enjoy coming to. From the early years upwards, pupils are fully engaged in their learning. The school is ambitious about what every pupil can achieve academically. Staff use carefully designed school strategies to support pupils. Pupils with special educational needs and/or disabilities (SEND) receive personalised support. Staff have put systems in place to support pupils. Their attitudes to learning are positive. Pupils achieve well here. Relationships between adults and pupils are a strength. Pupils are comfortable to share any concerns, as they know adults will listen and help them.

The school has high expectations of behaviour, and pupils rise to meet them. In lessons and around the school, pupils behave well. They listen carefully to their teachers and each other. There is no interruption to learning. Pupils enjoy playtimes with their friends.

Pupils speak enthusiastically about the wide variety of clubs available to them. For example, choir, drama, football and art clubs. The choir is proud to sing at the local Christmas market and is looking forward to singing at the summer fair. Pupils enjoy taking on roles of responsibility. Members of the school council take their roles very seriously, whether they are judging 'Westfield has talent' or reviewing health and safety with a school governor.

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

The school has designed a curriculum that is broad, balanced and engaging. This starts in the early years and pupils' knowledge builds over time. The school has identified the important knowledge, skills and key vocabulary that pupils should learn in each subject.

For example, in art, Year 1 pupils discuss the meaning of textures, and in Year 2, they discuss the definition of the term 'sheen', while glazing their clay coil pencil pots.

Staff have a strong subject knowledge. They know what to teach, and how to teach it, to ensure that pupils achieve well. Teachers help pupils revisit previous learning and check what pupils have remembered. Teachers address any misconceptions quickly. They choose activities that enable pupils to build on what they have already learned. They use strategies to ensure that pupils understand new learning. Teachers encourage pupils to explain their learning to develop their spoken and written communication. However, at times, pupils who are ready to move their learning on do not benefit from opportunities to do so. When this is the case, pupils do not deepen their knowledge as well as they could.

Reading is a priority in the school. Children in the Reception classes learn phonics as soon as they begin school. Staff are experts in teaching early reading and phonics. They ensure that the books pupils read are matched to the sounds they know. For those that struggle, daily support is in place to make sure that pupils keep up with their peers.

Staff identify pupils' individual needs quickly and seek external support when necessary. The school supports pupils with SEND well. It ensures that appropriate adaptations are in place, in order that pupils can access and succeed with the same curriculum as their peers.

Pupils, including the youngest children, have positive attitudes to learning. They listen carefully to adults and each other. Pupils concentrate and are keen to contribute in lessons. They know and are keen to follow the school's golden rules.

Pupils' personal development is a central part of the school's work. Pastoral support for pupils and their families is a strength of the school. The school have strong relationships with parents and carers. The personal, social, health and economic education curriculum supports pupils from the early years to Year 2. Pupils develop a strong understanding of the world around them. They learn about different religions and visit the local church, but also have the opportunity to virtually visit and compare different places of worship, such as a synagogue. This enables pupils to learn about respect and tolerance. Pupils are introduced, in an age-appropriate manner, to the protected characteristics. They know that differences should be respected. Pupils talk about the attributes they must have to be a good friend. They understand the importance of healthy eating.

Governors know the school well. They provide effective support and challenge. Governors are working closely with the school to ensure that plans for the future improvements are clearly focused. Staff work closely together and support each other well. They appreciate leaders' high regard for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not ensured that pupils benefit consistently from tasks that enable them to move their learning on. This includes pupils who are ready for more demanding work. As a result, some pupils do not achieve as well as they could. The school should ensure that teachers have the knowledge and skills to design tasks that allow pupils to apply their knowledge and deepen their learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in March 2016.

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	115994
Local authority	Hampshire
Inspection number	10341380
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair of governing body	Leigh-Ann Ogborne
Headteacher	Joanne Redman
Website	www.westfields-inf.co.uk
Dates of previous inspection	8 and 9 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Westfields Federation. This is a formal collaboration sharing the same senior leadership team and governing body.
- There have been changes to leadership since the school was last inspected. The executive headteacher took up the substantive post in April 2023 and the executive deputy headteacher in September 2023.
- The school does not currently use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation 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 inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.

- The inspector focused inspection activity on groups of subjects. For each group of subjects, the inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector met with members of the governing body, including the chair of governors. She spoke with a representative of the local authority.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses to the online survey, Ofsted Parent View, including the free-text comments. She also took into consideration the responses to the online staff survey.

Inspection team

Becky Greenhalgh, lead inspector

Ofsted Inspector

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