

Inspection of Westmeads Community Infant School

Cromwell Road, Whitstable, Kent CT5 1NA

Inspection dates:	7 and 8 January 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are eager to attend this school. Everyone is welcomed into the strong ethos of kindness. Pupils develop self-confidence, and they truly thrive. Their behaviour is exemplary. Pupils are self-motivated to demonstrate the school values, for example by helping each other and caring for the school environment. Adults in school are always on hand to help with any worries, and pupils feel safe.

The school develops pupils' knowledge and confidence through an aspirational and carefully sequenced curriculum. The school has exceedingly high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). The well-resourced school environment, and the way that adults adapt their teaching to meet pupils' needs, means that everyone is helped to achieve their best. Pupils are consistently encouraged to be confident, autonomous learners. Their work across the curriculum is of a very high standard, and they are rightly proud of their achievements.

Pupils enjoy a wide range of extra-curricular opportunities, such as singing, sporting events and trips to sites of historical interest. The school ensures that nobody misses out. Disadvantaged pupils benefit especially well from the ambitious and inclusive ethos of the school.

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

Leaders' strategic and well-communicated vision has transformed the school in recent years. They have taken a brave and focused approach to developing the curriculum so that pupils are confident, independent, lifelong learners. Leaders have expertly designed a bespoke curriculum that incorporates learning about the local area. Curriculum knowledge is meticulously sequenced from Reception to Year 2, so that pupils are well prepared for their learning and revisit the most important aspects frequently. As a result, they understand the curriculum and can connect new learning to larger ideas. As soon as pupils start in Reception, staff foster their independence. Pupils follow the school's consistent routines for learning and behaviour. They delight in using materials and tools, which they have learned to work with responsibly and confidently.

Reading is the heart of the curriculum. Pupils read frequently in lessons. Pupils love to listen to adults reading stories during social times. Phonics is a real strength and taught by expert staff. Most pupils are fluent readers by the end of Year 1. Any pupils who struggle get specialist help. The published outcomes for the phonics screening check in Year 1 do not fully reflect the strength of pupils' achievement. This is because some pupils learning to read from low starting points do not meet the expected phonics standard in Year 1. However, with the school's expert support, most become fluent readers by the end of Year 2.

Teachers have excellent subject knowledge. They know precisely what pupils must understand and in what order. Staff are adept at designing activities and using resources to help pupils understand the curriculum. They systematically check for understanding and adapt their teaching so that pupils get the support and challenge they need. Pupils

are not afraid to ask questions, try out new ideas or make mistakes. Pupils practise new learning resiliently, achieving fluency in number, reading and writing.

Pupils behave exceptionally well. They are calm around school and are engrossed in their lessons. At social times, they are kind to one another and play well together, making sure no one is left out. Pupils learn about their feelings and emotions. They develop a tool kit of strategies for self-regulation if they are feeling angry or sad. As a result, pupils demonstrate high levels of self-control.

The school develops pupils' characters exceptionally well. Pupils learn to appreciate the natural environment through working in the outdoors. They learn how to swim and are taught about risks in the local area, such as keeping safe on the beach. There are rich opportunities for pupils to contribute to the school community in their roles as school councillors or through helping at community events, such as the winter lunch and the carnival. Pupils learn about different faiths and cultures through visitors to the school and trips to places of worship. These experiences enable pupils to develop self-assurance. In discussions, they express their views kindly, yet assertively.

Leaders and governors have a shared vision that pupils will overcome barriers to learning, irrespective of any challenges they may face. Their pursuit of excellence starts with what is best for the most vulnerable pupils and pupils with SEND. Highly skilled governors are knowledgeable and use their considerable skills to support and challenge the school effectively. Staff are proud to be part of this aspirational school.

Safeguarding

The arrangements for safeguarding are effective.

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	118363
Local authority	Kent
Inspection number	10341484
Type of school	Infant
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	The governing body
Chair of governing body	Matt Dechaine
Headteacher	Kirsty White
Website	www.westmeads.kent.sch.uk/
Dates of previous inspection	17 and 18 May 2022, under section 5 of the Education Act 2005

Information about this school

- The school runs a breakfast and after-school club.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued 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 into reading, mathematics, music and design and technology. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, the inspectors met with the headteacher, the senior leadership team and representatives from the local authority. The lead inspector also met with members of the school's governing body.
- The inspectors met with groups of pupils regarding their learning.
- 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 considered parents' views expressed through Ofsted Parent View.
- Throughout the inspection, the inspectors met with groups of staff. They also considered the opinions expressed through the staff survey.

Inspection team

Jo Brinkley, lead inspector

His Majesty's Inspector

Oliver Allen

Ofsted Inspector

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