

Inspection of Yeadon Westfield Infant School

Westfield Grove, Yeadon, Leeds, West Yorkshire LS19 7NQ

Inspection dates:	3 and 4 December 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils feel happy in this welcoming, caring school. They arrive in the morning with a smile, knowing they will have a day of enjoyment and learning. Pupils talk with pride about how everyone at the school cares for each other. The positive attitude of pupils and staff reflect the inclusive values of the school. Pupils are polite and respectful. Excellent relationships with adults in school ensure that pupils feel safe.

The school is highly ambitious for pupils. A nurturing and supportive environment ensures that pupils thrive. They study the curriculum with enthusiasm and learn effectively. Pupils love to read, and appreciate the many opportunities to do so. In the early years, children benefit from clear expectations and well-established routines. They enjoy their days of learning and discovery.

There is a calm and purposeful atmosphere in the school. Pupils are thoughtful and kind towards each other. They are confident and positive. Behaviour is good in lessons. Pupils usually focus and work with determination. They talk with enthusiasm about their roles as school councillors and how they have a say in what happens in school. Pupils value difference and understand that everyone is equal.

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

The curriculum is detailed, ambitious and designed to build on prior learning. In lessons, pupils revisit prior learning, talk confidently about their work and remember important knowledge. For example, in mathematics, pupils show a deep understanding of repeated addition. At times, teachers do not effectively adapt activities in lessons to meet the needs of some pupils. As a result, learning and progress through the curriculum is not always secure for some pupils.

There is a rigorous approach to teaching phonics. Pupils quickly learn the sounds they need to become fluent and confident readers. Staff are well trained. Teaching and the identification of the sounds pupils know is precise. Where needed, extra support is delivered well. This means that pupils can keep up with the phonics programme. However, sometimes the books that pupils read do not match the sounds that they are learning. This means that pupils do not always get the chance to practise their recent learning.

Older pupils know that reading helps them learn in other subjects. They read aloud confidently with increasing fluency and expression. Pupils discuss characters and plots with understanding. They love being read to by adults and enjoy exploring books in the school library.

The needs of pupils with special educational needs and/or disabilities (SEND) are securely identified and very well met. Individual targets for pupils with SEND ensure that support is targeted in lessons and adaptations are made so that learning is successful. At times, however, pupils are too reliant on adult support to access the curriculum, rather than independently carrying out adapted activities.

Children in the early years enjoy excellent relationships with adults. Adults set up indoor and outdoor environments to promote independence. They become curious learners and benefit from every activity, developing communication and language skills. Sometimes, learning is not as successful as it could be in the wider provision because activities are not always focused on expected outcomes. Children develop a strong understanding of personal, social and emotional development, early reading and mathematics. This helps children in the Reception Year to be well prepared for key stage 1.

Pupils understand the school rules and manage their own behaviour very well. They learn to be tolerant and understand the needs of others. Pupils are highly respectful towards each other and the adults in school. They demonstrate care and kindness. Occasionally, pupils lose concentration in lessons but adults quickly support them to refocus.

The school provides an environment in which pupils can flourish. Personal development is at the heart of the school. Pupils learn how to stay safe, including online. They know that school rules are important and keep everyone safe. Pupils value one another's differences. They understand that individual characteristics make people unique. They talk with confidence about different faiths and cultures and enjoy sharing their excellent knowledge. Pupils are proud of their various leadership roles and responsibilities. They describe how school councillors represent everyone and how they choose them by voting. Pupils value the access they have to a range of clubs and activities. Well-planned enrichment activities help pupils experience the world beyond the school. They are exceptionally well prepared for transfer to key stage 2 and life in a modern, diverse Britain.

Leaders and governors have continued to improve the school since the last inspection. The school considers the well-being and workload of staff. Parents and carers are overwhelmingly positive about the school. One parent, reflecting the views of many, said: 'This is an excellent school. The staff are caring, fair, knowledgeable and go out of their way to ensure all the children get the best start in their education.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The books that some pupils are given to practise reading are too challenging. They do not match the sounds that pupils know. This prevents some pupils, especially those who need extra support, from reading with fluency and practising what they know. The school must ensure that the books pupils use are carefully matched to the phonics sounds that pupils know so they can practise their reading effectively.
- In some lessons, activities are not sufficiently adapted to match the ability of all pupils. This means that some pupils do not develop the depth of knowledge that they could.

The school must ensure that staff have the skills and understanding to be able to make effective adaptations to ensure lessons are ambitious for all pupils.

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	107859
Local authority	Leeds
Inspection number	10346203
Type of school	Infant
School category	Foundation
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair of governing body	Amanda Stainton
Headteacher	Dawn Lowry
Website	www.westfieldinfants.co.uk
Dates of previous inspection	5 and 6 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Aireborough Learning Partnership Trust.
- The school has a breakfast and after-school club.
- The school does not make use of 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of staff.
- The lead inspector met with members of the board of governors and a representative of the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, conducted joint lesson visits with leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour in classrooms, around school and at playtime and lunchtime.
- 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.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils, and Ofsted Parent View. These included comments received via the free-text facility. Inspectors also talked to some parents at the start and end of the school day.

Inspection team

Chris Jennings, lead inspector

Ofsted Inspector

Nick Styles

Ofsted Inspector

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