

Inspection of Westfield School

Eckington Road, Sothall, Sheffield S20 1HQ

Inspection dates: 19 and 20 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Many pupils enjoy their time at Westfield School. Pupils have lots of opportunities to get involved in school life and attend a range of extra-curricular activities. These include sporting and drama activities, such as the recent school production, 'School of Rock'. Leaders are keen to develop pupils' leadership skills. Several older pupils participate in the Duke of Edinburgh award scheme. This develops their teambuilding skills. Pupils celebrate diversity through the 'LGBTQ + support group'.

Pupils feel and are kept safe in school. They have adults that they know they can go to should they need to discuss a problem. Most pupils do not feel that bullying is an issue at the school. Where pupils report bullying, leaders deal with it effectively.

Most pupils behave well in lessons. However, some pupils' conduct on corridors and during social times is boisterous, disrespectful and not good enough.

Leaders are ambitious for pupils. They have put in place a broad and balanced curriculum. However, the curriculum has not been consistently well designed across all subjects. This means that some teaching does not focus on the most important content that pupils need to know. As a result, pupils do not learn and remember as much as they should over time.

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

Leaders are keen for pupils to access a wide range of subjects in all year groups. An increasing number of pupils study qualifications that make up the English Baccalaureate suite of subjects.

In some subjects, such as physical education (PE) and history, leaders have clearly identified the most important content that they want pupils to learn. For example, in PE, each swimming stroke is clearly identified in terms of the main movements for pupils to learn. However, in some subjects, such as science, leaders have not identified the most important component knowledge that they want pupils to learn. As a result, some pupils struggle to make links with their prior learning.

Teachers have strong subject knowledge. Where subjects are coherently designed, teachers use this expertise to deliver the curriculum effectively. For example, in history, pupils successfully develop an understanding of the consequences of Little Crow's war in the United States of America.

Teachers' assessment of pupils' learning varies too much across different subjects. Some teachers do not use assessment effectively. They do not use this information to plan pupils' next steps accurately or to deepen their understanding. Consequently, some pupils find it difficult to remember the most important content of their learning and some develop gaps in their knowledge.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as other pupils. Leaders identify the individual needs of pupils with SEND effectively. They communicate these to staff through 'learner profiles'. However, there are inconsistencies in how well teachers adapt learning for pupils with SEND. This means that the quality of education for pupils with SEND varies across classes and subjects.

Leaders are committed to developing a love of reading. Reading is promoted well through workshops for parents. Support for pupils who need more help with reading is in place, including extra phonics teaching. Leaders have yet to determine the impact of this work to improve pupils' reading.

During social times, the behaviour of some pupils is disrespectful and anti-social. This also affects pupils' punctuality to lessons, with too many pupils displaying poor attitudes towards leaders' expectations. Behaviour is better in lessons and learning is rarely disrupted.

Pupils learn about relationships, religions and different cultures through the personal, social, health and economic education curriculum. Pupils learn how to keep themselves safe. The school has developed meaningful work experience programmes for pupils in Year 10. Pupils enjoy these opportunities. Yet, the curriculum for pupils' personal development is not fully developed. It has not sufficiently influenced the culture and behaviour of some pupils in school.

Leaders have identified the right priorities for the school. However, some leaders do not analyse and evaluate the actions they take to improve the school effectively. This makes it difficult for them to identify their next steps.

Governors and trustees fulfil their statutory duties. They offer appropriate support and challenge to leaders. Leaders take staff workload into account. Staff feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make all the necessary checks to ensure that staff are suitable to work with children before they start their employment. Staff are well trained. They are alert to any potential signs that may indicate pupils are at risk. They report concerns about pupils quickly. Incidents are dealt with in a timely manner. Leaders for safeguarding are knowledgeable about the correct processes to follow when pupils are in need of help. This includes appropriate and timely effective communication with the local authority. Pupils learn about potential risks and how to stay safe. This includes staying safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the most important component knowledge that pupils need to learn and in which order. This makes it difficult for pupils to make connections and recall their previous learning. Leaders should ensure that teachers in all subjects understand the most important knowledge and skills that they want pupils to learn and when.
- Leaders have not ensured that there are consistently high expectations for pupils' behaviour at all times of the school day. The behaviour and attitudes of some pupils outside of lessons and at social times is disrespectful and not good enough. Leaders should ensure that there are consistently high expectations for the behaviour and attitude of pupils at all times of the school day.
- Some aspects of the curriculum for pupils' personal development are not fully developed. Some important aspects of the curriculum have not been taught, which means that pupils have a lack of understanding about some aspects of the curriculum. Leaders should ensure that pupils learn about the importance of respect, responsibility and a positive attitude to school life.
- Some leaders do not sufficiently evaluate the management information they collect and the impact of their actions to improve the school. This is hindering the school improvements needed. Leaders should ensure that all management information is analysed thoroughly and that all actions to improve the school are rigorously checked and evaluated to secure focused improvements.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145562
Local authority	Sheffield
Inspection number	10267821
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1193
Appropriate authority	Board of trustees
Chair of trust	John Jex
Headteacher	Joe Birkbeck
Website	www.westfield-chorustrust.org
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Chorus Education Trust.
- The school is an above average-sized secondary school.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, science and PE. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work.

- Inspectors reviewed a range of school documents. These included information about behaviour, attendance, the curriculum and improvement planning. The school's website was also checked.
- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and scrutinised safeguarding records.
- Inspectors observed informal times of the school day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with the chief executive officer of the trust, some trustees and governors, the headteacher, senior leaders, subject leaders, teachers and pupils.
- Inspectors considered responses to the online survey, Ofsted Parent View and free-text comments. Inspectors also considered responses to Ofsted's pupil and staff surveys.

Inspection team

Julian Appleyard, lead inspector	Ofsted Inspector
Joe Barton	Ofsted Inspector
Chris Fletcher	Ofsted Inspector
Mark Hassack	Ofsted Inspector
Steve Lewis	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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