

# Westbury Infants' School

## Inspection report

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<b>Unique Reference Number</b>	126233
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	360025
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Christine Huard

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Clements
<b>Headteacher</b>	Janet Ball
<b>Date of previous school inspection</b>	18 September 2007
<b>School address</b>	Eden Vale Road Westbury BA13 3NY
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## Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons or parts of lessons, and eight members of staff. There were meetings with members of the governing body, staff and some pupils from Year 2. The inspectors observed the school's work, and looked at samples of pupils' work in literacy and mathematics as well as curricular planning, assessment and tracking information for each year group, minutes of governors' meetings and the school's procedures for ensuring pupils' safety. They analysed questionnaires returned from the staff and from 76 parents and carers.

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

- What the school is doing to improve the quality of reading for understanding and writing and how successful these strategies are.
- How effectively information from assessment and tracking systems is used in identifying individuals and groups requiring support or challenge.
- The success of strategies employed to raise attendance.
- The quality of outdoor provision and the opportunities for children in Reception to learn independently.

## Information about the school

Westbury is similar in size to most other infant schools. The great majority of pupils are of White British heritage and no pupils are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils in the mainstream school who have special educational needs and/or disabilities is high. The main areas of need are speech, language and communication, autism and moderate learning difficulties. The specialist learning centre provides support for pupils with more complex learning needs. These pupils are integrated into mainstream school activities as much as possible. Children in the Early Years Foundation Stage are taught in two Reception classes.

The school has a number of awards such as Healthy Schools, Active Mark and the Bronze eco-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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Westbury Infants is a good school. It has some outstanding features, notably the very strong leadership and management and the outstanding care and support provided for the pupils. Parents and carers are very strongly supportive of the school and many comment on the strong teamwork that is evident and the fact that 'the staff are friendly and dedicated to giving the children the best start in life', as well as that, 'each child is made to feel equal and special'. Behaviour is good and parents and carers agree that their children are very safe and secure.

The key to the school's success lies in the outstanding leadership and management; not just that provided by the headteacher, which is quite exceptional, but also that of the middle leaders. The drive, enthusiasm and commitment of the headteacher to the all-round development of the pupils in her care inspire others around her with the result that all pupils do well. The collegiate style of leadership means that when recently the headteacher was absent for a protracted term, the middle leaders eagerly and efficiently took on the additional roles of the deputy headteacher as the deputy headteacher highly effectively took over as acting headteacher.

Pupils' attainment is broadly average and has recovered well from a dip two years ago which occurred after the curriculum was reviewed. The school quickly realised that while the new curriculum was exciting and inspiring, it did not allow enough scope for the discrete teaching of basic skills. This was quickly remedied. Strategies to improve both reading and writing have been very successful and pupils have made good, and often better, progress with their learning. Nevertheless, the proportion of pupils attaining the higher levels in writing is still below average. This is because although tasks are generally well matched to pupils' individual needs, more able pupils are not always challenged as strongly as they could be. In addition, word lists do not always contain enough really interesting and lively words which would help pupils to develop their relatively limited vocabularies.

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are gaining a good knowledge of different faiths and their understanding of the diversity of different faiths and cultures in the United Kingdom is outstanding for such young children.

Attendance has risen considerably since the last inspection because the school has focused sharply and imaginatively on this and worked very hard with families as well as pupils. Attendance is affected by some pupils who have long-term and complex difficulties. Nevertheless, the school recognises that there is a need not to lose the momentum it has gained in convincing all parents and carers of the necessity of regular attendance in order for their children to learn effectively.

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There is a very strong sense of teamwork in the school. This is promoted very well by the headteacher and all staff are committed to making the best possible provision. Initiatives to raise attainment coupled with the careful and accurate analysis of the school's performance and sharply focused development planning are key factors in the school's success and demonstrate its good capacity for further improvement.

## **What does the school need to do to improve further?**

- Raise standards further in writing by:
  - ensuring more able pupils are always challenged effectively by the tasks they are set
  - providing word lists of more imaginative and exciting vocabulary which the pupils can experiment with to make their writing even more interesting.
- Sustain and build on the improvement in attendance by continuing the work with and support for the families who find regular attendance more difficult.

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

**2**

Children's starting points are generally low in relation to those expected for their ages. They make good progress through the Reception class and through the rest of the school. By the time they leave Year 2 attainment in reading, writing and mathematics is very close to the national average. In addition pupils make particularly good progress in the use of information and communication technology and attainment is above expectations for their ages.

Pupils make good progress in mathematics because they are regularly given problems to solve and practical tasks to carry out. This means they are constantly using and applying the knowledge and skills they learned. A concerted effort has been made to improve reading and writing. A commercial reading programme has made a significant difference to pupils' levels of reading. The teaching of it has been consistently good with the result that children are not only understanding what they read but are really enjoying it as well. Writing is improving because pupils again enjoy their learning. The task to invent a fantasy bug really appealed to pupils in Years 1 and 2. The task was carefully matched to pupils' abilities so that while some were drawing and annotating their bug, others were writing detailed descriptions. It gave pupils' imaginations the scope to run riot and, indeed, some of the descriptions were excellent. One could really imagine the 'love-heart wings' described by one pupil. Nevertheless, although the word lists given to the pupils contained some new vocabulary they were not truly imaginative and did not enable all pupils to really fulfil the criteria of using 'wow' words.

Pupils with special educational needs and/or disabilities, particularly those who attend the learning centre, are integrated well into the school and benefit significantly from individual and small group support which contributes well to their good progress. There is no noticeable variation in the progress or attainment of boys and girls. Higher attaining pupils are generally challenged particularly well, except occasionally in writing. Many parents and carers are particularly pleased with the progress their children are making, one writing, 'I am thrilled with my child's progress this year, not just with reading, writing and numeracy skills but in learning to look after and accept differences in other children and themselves.'

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Pupils are thoughtful, reflective and very aware of the world about them. They are developing very good inter-personal skills. They have a good knowledge of what constitutes a healthy lifestyle and this is reflected in the school's Healthy Schools status. They have an excellent understanding of how to keep safe, talking knowledgeably about how they recognise visitors in school because they all wear special badges and what they would do if they were concerned. They make an excellent contribution to the community through a range of events and through their early eco-awareness, reflected in their Bronze eco-award. There is no school council, but pupils have 'school meetings' which enable many more to have a voice. Their good academic progress, rising attainment and good personal qualities prepare them well for later learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

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

**How effective is the provision?**

Teachers have high expectations of both behaviour and academic achievement. Firm boundaries and consistent systems for dealing with inappropriate behaviour help all staff to maintain an atmosphere in lessons which promotes exploration and enjoyment and which is still conducive to good learning. Sometimes teachers talk for slightly too long, which then restricts the time pupils have to complete their own tasks. Teachers are well supported by a team of skilled teaching assistants who make an important contribution to all groups of pupils' learning.

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Pupils' successes are celebrated well, particularly through the very high quality art work which is displayed around the school. An extensive range of visits and visitors further enhances pupils' learning. Extra-curricular activities, which range from gardening to fitness, all serve to enrich pupils' learning and develop their knowledge and understanding further.

The school cares for and supports all its pupils highly effectively. Induction arrangements are comprehensive and ensure that children settle into the school quickly and happily. Transition between key stages and on to junior school is excellent and very well handled to ensure that it is accomplished smoothly. The care for pupils whose circumstances make them more vulnerable is exceptional. The involvement of outside agencies to ensure that the school provides just the right kind of support is sensitively handled. Teaching assistants are very well trained to help those pupils who have complex needs, particularly those in the learning centre. They support pupils highly effectively and ensure that they make similar progress to their peers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has very high aspirations for all children, pupils and staff. The ethos is exceptionally positive and there is a climate where all feel responsible and committed to their part in school improvement. The quality of self-evaluation is extremely accurate. It is well focused on improving standards and accelerating pupils' progress based on the results of rigorous monitoring.

Governors have an extremely good knowledge of the school and its strengths and weaknesses. They play an active role in its strategic development and monitor its work extremely thoroughly and conscientiously. The governing body has ensured that all safeguarding procedures are robust and the safety and security of the pupils are of high priority. The school's promotion of community cohesion is good and the school has useful links with schools in Kenya and Nigeria as well as the Isle of Wight which serve to increase pupils' knowledge of diversity well.

The school promotes equal opportunities well. This is evident in the way in which the school works hard to track the progress of pupils and groups of pupils very carefully in order to ensure that the correct provision is made for all. The pupils attending the learning centre are very well integrated into the mainstream school and make good progress because of the good understanding shown of their individual needs. The school works hard to ensure parents and carers are fully involved in their children's education. Regular newsletters provide parents and carers with excellent information; invitations into school

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to participate in activities and meeting staff on a daily basis in the playground enable them to play an active part in their children's education.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children are presented with a wide range of exciting activities and teaching which reflect all areas of the Early Years Foundation Stage curriculum. Children enjoy learning because interesting themes make the curriculum relevant and appealing and teaching is good. Occasionally, teachers talk for a little too long to the children which means they become a little fidgety. Tasks are planned which promote literacy, language, communication and numeracy skills well through a range of activities. These are often linked to the topic in progress and hold children's attention and motivate them well.

As part of the mini-beasts theme, children went on a 'welly' walk. They enthusiastically searched for mini-beasts using magnifiers, discussing what they were finding, and eagerly exchanging views with the adults present. In addition, the walk to the park meant they could explore the outdoor environment on the way, looking for shapes, numbers and insects. All the time they were developing their speaking and listening skills.

The outdoor provision has been improved since the previous inspection. It presents children with a wider range of learning opportunities reflecting the good quality of the indoor learning area. Pupils now have more opportunities to learn through play outside and are beginning to gain independence by selecting some of their own activities and resources. Sometimes, however, they are a little over-directed. Children learn to share and take turns. They develop independence and the ability to make choices. The care and attention given to children's welfare are excellent. Children's individual needs are known and acted upon and children feel very safe and secure.



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Leadership and management are good. Ongoing monitoring of the progress children are making ensures that activities are well matched to their needs on a day-to-day basis. Assessment records are excellent and children's activities are recorded conscientiously providing a comprehensive record of their achievements throughout their time in Reception.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Around 46% parents and carers returned completed questionnaires. The great majority were very happy with the school. All those parents and carers who returned questionnaires say their children enjoy school and that the school keeps them safe. The vast majority considered that their children's needs are met, that the school is well run and are perfectly happy with their children's experiences at the school. Comments such as: 'I'm over the moon with my child's progress', 'all the teachers are extremely talented' and 'this is a truly wonderful caring school' reflect what many parents and carers expressed to inspectors.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westbury Infants' 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	66	26	34	0	0	0	0
The school keeps my child safe	62	82	14	18	0	0	0	0
My school informs me about my child's progress	51	67	23	30	1	1	1	1
My child is making enough progress at this school	57	75	17	22	2	3	0	0
The teaching is good at this school	63	83	11	14	2	3	0	0
The school helps me to support my child's learning	52	68	19	25	4	5	0	0
The school helps my child to have a healthy lifestyle	55	72	21	28	0	0	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)	49	64	22	29	2	3	0	0
The school meets my child's particular needs	56	74	19	25	1	1	0	0
The school deals effectively with unacceptable behaviour	50	66	19	25	1	1	0	0
The school takes account of my suggestions and concerns	43	57	27	36	3	4	1	1
The school is led and managed effectively	56	74	18	24	2	3	0	0
Overall, I am happy with my child's experience at this school	62	82	12	16	2	3	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 July 2011

Dear Children

**Inspection of Westbury Infants' School, Westbury BA13 3NY**

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and told us you are pleased with how well you are doing. You are right to be pleased, because it is a good school!

What we found out about your school:

- You really enjoy school and make good progress in reading, writing and mathematics.
- You behave well in class which helps you to do well in your learning, and out in the playground which makes it a happy place to be.
- Your headteacher and teachers are very good at running the school and understand well how they could make it even better.
- You understand extremely well how to stay safe.
- Your teachers work hard to plan interesting and exciting lessons.
- You have some exciting activities to follow and I loved coming along on the 'welly' walk on Friday.
- All staff take extremely good care of you and keep you safe.
- All the children in the Reception classes get a good start to their school life.

We have now asked your school to:

- make sure that you all get the opportunity to make better progress with your writing by giving you more exciting word lists to help you
- make sure that those of you who find writing a bit easier than others have more difficult tasks to do
- keep working with you and your families to make sure you come to school really regularly.

Best wishes for the future. You can help by making sure you are always in school except when you are ill, and by always trying as hard as you can in your lessons.

Yours sincerely

Christine Huard

Lead inspector

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