

# Westbury-on-Trym Church of England Academy

Channells Hill, Westbury-on-Trym, Bristol, BS9 3HZ

**Inspection dates** 10–11 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Achievement requires improvement because pupils do not make consistently good progress, especially in mathematics.
- Too few pupils reach the higher National Curriculum levels by the end of Year 6 because of a lack of challenge, particularly in mathematics.
- Teaching has not been good enough across subjects or year groups to lead to pupils' good progress over time. Teachers too often do not use questions well enough to encourage pupils to think deeply.
- Pupils known to be eligible for free school meals do not do as well as the other pupils. The gap in attainment is wide.
- Not all teachers make number work exciting enough and there are too few chances for pupils to develop their mathematical skills in subjects other than mathematics.
- There are some weaknesses in how well teachers set work at the right level, particularly in making sure that work for the more able pupils is not too easy. This aspect of teaching is strong in some lessons but weak in others.

### The school has the following strengths

- The headteacher has lost no time in putting in place the necessary actions to stop the decline in achievement and improve the academy. As a result pupils' progress is accelerating and there is now more good and outstanding teaching through the academy.
- Pupils make good progress in Reception and Key Stage 1 and in reading throughout the academy.
- Pupils have good attitudes to their learning, behave well in lessons and around the academy and feel very safe.
- Governors have good understanding of key weaknesses in the academy's performance, and along with senior leaders, have shown they are not afraid to take the difficult decisions needed to make sure the academy improves.

## Information about this inspection

- Inspectors observed teaching in 20 lessons, including five that were observed jointly with senior leaders.
- Inspectors listened to pupils read and visited classrooms with senior staff to look at how well disabled pupils and those who have special educational needs are learning. Inspectors also visited lessons with senior staff to look at pupils' progress in mathematics and English and at learning in a wide range of other subjects.
- Discussions were held with senior and subject leaders, staff, the Chair and two other members of the governing body and various groups of pupils.
- Inspectors observed the academy's work and looked at its checks on how well it is doing, and planning documents, safeguarding procedures and examples of pupils' work.
- Inspectors took note of the 107 responses to the online questionnaire (Parent View). Parents' and pupils' responses to the academy's own recent surveys, and written comments made by parents were considered. Inspectors also analysed the responses to inspection questionnaires returned by 34 staff.

## Inspection team

Michael Merchant, Lead inspector	Additional Inspector
Deborah Wring	Additional Inspector
Jan Edwards	Additional Inspector

# Full report

## Information about this school

- Westbury-on-Trym Church of England Academy converted to become an academy in August 2011. When its predecessor school, Westbury-on-Trym Church of England Primary School, was previously inspected by Ofsted in March 2007, it was judged to be outstanding.
- The academy is larger than the average-sized primary school.
- The large majority of pupils are White British. About a quarter are from different minority ethnic backgrounds, the largest of which are pupils of mixed White and Asian heritage.
- The proportion of pupils who speak English as an additional language is broadly average.
- The proportion of pupils supported through the pupil premium (additional funding from the government for some groups of pupils, including those known to be eligible for free school meals and those in the care of the local authority) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average, as is the proportion of pupils supported at school action plus, or with a statement of special educational needs.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.
- There have been significant changes to staffing over the past year. A new headteacher was appointed in September 2012. Many teachers have left and new teachers have joined the academy. A new deputy headteacher took up post in September 2013.

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

- Ensure that teaching is good or better in all classes so that all groups of pupils make consistently good progress between the ages of 7 and 11 by:
  - making sure that teachers always expect the very best work from all groups of pupils in their classes
  - ensuring that work set in all lessons matches pupils' different capabilities, particularly the more able
  - developing the use of questions by teachers so that they constantly check pupils' understanding and encourage them to think more deeply about the topics they are learning.
- Raise attainment and improve the rate at which pupils make progress in mathematics by:
  - making sure that number tasks are more exciting and relevant to all pupils so that all have a greater enjoyment of mathematics, especially at key Stage 2
  - developing pupils' skill in calculating and ability to use it to solve problems, giving pupils effective practice in a range of subjects and topics.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because many pupils in Key Stage 2 do not make good progress, particularly in mathematics and because pupils supported by the pupil premium do not do as well as other pupils.
- Pupils join the academy in the Reception class with skills and abilities that are generally typical of their age. Children settle into the Reception classes quickly, are keen to learn, play together well and are well behaved. By the end of Reception almost all children are busy and determined learners and are exceeding the levels of development expected for their age.
- All groups of pupils, including those from minority ethnic groups and those who speak English as an additional language, make good progress overall in reading, writing and mathematics as they pass through Key Stage 1 and attainment is above average.
- Attainment and progress through Key Stage 2 have been declining over recent years. In national tests taken at the end of Year 6 in 2013, pupils' attainment was above average in reading, just above average in writing and broadly average in mathematics.
- The progress of most groups of pupils requires improvement. In 2013, while the proportion of pupils making the expected progress in reading, writing and mathematics was similar to the national picture, too few pupils made enough progress to reach their potential. As a result too few pupils reached the higher National Curriculum levels, especially in mathematics.
- Inspection evidence, supported by robust data provided by the academy, indicates that current pupils are making better progress than those who took national tests in 2013. Achievement has improved strongly in response to better teaching and sharper support for pupils the academy has identified as underachieving. Current Year 6 pupils are on track to exceed national averages for attainment and progress in reading, writing and mathematics.
- Most pupils make impressive gains in reading. Very well considered and highly effective reading support starts in Reception for any pupils who need it. As a result, pupils read and speak with increasing confidence as they move up the academy. The academy's information shows that most pupils are currently working at reading levels that are, on average, over a year ahead of where most pupils are nationally.
- Disabled pupils and those who have special educational needs make progress in line with other pupils. Staff are very well aware of these pupils and of their differing needs. Teachers and teaching assistants give well-targeted support that develops their learning and independence. Boys are achieving similarly to girls, having caught up on previous weaker performance.
- The small numbers of pupils supported by the pupil premium funding attain less well than others in the academy. In 2013, for instance, such pupils were three terms behind others in reading and writing and nearly four terms behind in mathematics by the end of Year 6.
- The academy has used its pupil premium funding to introduce a range of measures, such as one-to-one tuition and additional staffing in some classes, to help eligible pupils. As a result, those supported by this additional government funding are currently making similar progress to their peers in all year groups and the academy is quickly narrowing the gap between these pupils' attainment and that of all pupils nationally.

### The quality of teaching

### requires improvement

- Teaching requires improvement because although it is getting better quickly, it has not been good enough over time for pupils to make consistently good progress.
- Some teachers expect too little of their pupils, both in terms of work-rate and in terms of challenge. In these weaker lessons, teaching is slow and uninteresting. Activities for pupils are undemanding. Learning in mathematics, too often, does little to inspire or excite pupils and pupils work through tasks in a mechanical way. Teachers give the same work to everyone, which

leads to some more-able pupils becoming bored because the work is not challenging them.

- Questions are not always used as well as they could be in lessons to deepen learning. Although in many classes, teachers take care to check that pupils have understood an idea by asking individuals precise and often quite probing questions that encourage them to think deeply, this is not always the case. Many teachers still rely on volunteers putting up their hands rather than targeting questions to individual pupils. This makes it easy for some pupils not to participate in question and answer sessions.
- Leaders have begun to transform the quality of teaching, through careful new appointments and by regularly checking the quality of teaching to ensure that none falls short of the mark. As a result, learning is now good or better in an increasing number of classes, which is a significant improvement since the academy opened. This is leading to pupils making better progress, especially in Key Stage 2.
- Where teaching is good, teachers convey enthusiasm and are very confident in their relationship with their class. They challenge pupils to think for themselves and to give clear and full responses. As a result of this lively teaching, pupils become interested in the lesson and work with energy and enthusiasm. This was clearly seen in a very effective Year 4 English lesson where pupils confidently worked in pairs to find imaginative ways of developing their descriptive writing by asking perceptive questions of their 'explorer' who had just returned from the Amazon.
- Pupils' work is marked frequently and pupils benefit from accurate and pertinent guidance on how to improve their work. Teachers check carefully to see that pupils are acting on this strong advice.

### **The behaviour and safety of pupils are good**

- The great majority of pupils have positive attitudes towards their learning and respond well to the effective systems the academy uses to manage behaviour.
- Children settle very well when they join the Reception classes. This is the result of effective arrangements between academy and home for managing the change from one to another.
- Pupils say that behaviour throughout the academy is good and that they all know what is expected of them. Pupils invariably behave well and are polite and friendly towards each other, to staff and to visitors.
- Pupils enjoy learning greatly and develop very well as articulate, courteous and considerate young people, extremely well aware of how to lead safe and healthy lives.
- Pupils say they feel very safe in the academy and if they have a problem, they know they can talk to an adult who will help them solve it.
- Pupils have a good understanding of the different forms of bullying and say that the use of racist or unkind language is extremely rare. If it does occur, pupils are confident that it will be challenged and dealt with successfully by staff.
- Pupils whose circumstances make them potentially vulnerable are well cared for by the range of support from the academy and work from outside professionals. All pupils enjoy being part of the academy community and relish all the academy has to offer them.
- Attendance is currently above average and is improving for all groups of pupils. Most pupils attend regularly and are punctual.
- Spiritual, moral, social and cultural development is very well provided for. Pupils show great interest in the views of others and respect each other. Pupils from different social and ethnic backgrounds get along noticeably well together. They offer thoughtful responses when given the opportunity to reflect on spiritual or moral issues during lessons.
- Behaviour is not yet outstanding because in some lessons, pupils can be passive and over-reliant on the teacher, and in a few lessons are less than enthusiastic in their learning.
- In the few lessons that do too little to inspire pupils, some can be passive and lack enthusiasm for their work.

## The leadership and management are good

- Leadership and management are good because the determined and clear-sighted drive of the senior leaders has led to recent rapid improvements in teaching and learning which in turn are having a positive impact on pupils' achievement.
- The headteacher, a national school leader, is widely acclaimed by staff, parents and governors as having been hugely instrumental in improving the academy. She leads the way in setting ambitious goals and has established a shared sense of purpose to raise the aspirations of pupils and teachers alike.
- With excellent support from the highly effective deputy headteacher, she has galvanised the senior leadership and those with subject responsibilities so that all are performing their roles with passion and enthusiasm. All of the staff now have high expectations and ambition for pupils, and have responded with eagerness and confidence to the challenge to improve lessons for pupils.
- All academy leaders have an accurate view of teaching and the progress that all groups of pupils are making. The headteacher has set very high standards for teaching and learning in all classes. Through highly effective coaching, mentoring and the provision of training and support, they have ensured that these standards are being met and that inadequate teaching has been removed. This is the main reason why teaching has improved so considerably and why pupils' progress is accelerating.
- Leaders have considerably strengthened the way in which teachers are accountable for their performance and do not allow staff to be rewarded financially unless they are successful in helping pupils make at least good progress.
- Accurate analysis of academy information enables leaders to identify gaps in achievement quickly and put in appropriate support where it is needed.
- Equal opportunities are rigorously pursued. No pupil, regardless of background or personal need, is denied access to anything the academy has to offer. Leaders ensure that there is no discrimination against any pupil.
- Members of the leadership team work very well together and their high expectations are reflected throughout the academy. All teachers are considered to be leaders and have responsibilities within subject teams. However, there is no hint of complacency and the academy
- appropriately recognises there is scope to further improve teaching and accelerate pupils' progress.
- All other leaders make a major contribution to academy improvement through monitoring their designated aspects of the academy's work. They report to the governing body and play a major role in the academy's strategic development.
- The academy has used the new primary sport funding effectively to improve the quality and breadth of physical education and sport provision. The range of after-school sports clubs has been extended and specialist staff employed to improve pupils' expertise in different sporting activities. There has been increased participation in sporting activities.
- The curriculum supports pupils' spiritual, moral, social and cultural development well. Progression in reading and writing is thoughtfully planned for and much has been done to help pupils enjoy reading. However, the curriculum is not yet giving pupils enough chances to practise their number skills across a wide range of subjects.
- Safeguarding arrangements meet all current requirements.
- **The governance of the school:**
  - Governors bring a wealth of skills to their roles and have undergone useful training. Until recently they have not had a realistic knowledge of how well the academy is performing in relation to other schools across the country. As a result they were not able to identify patterns in pupils' achievement accurately or to make sure that teaching was improving quickly enough.
  - The situation now is very different. Governors have an accurate understanding of the academy's weaknesses and, importantly, what is needed to put them right. Governors have,

through well-directed training, gained the skills and confidence to be able to interpret and evaluate academy data and so hold academy leaders fully to account for pupils' achievement. They are aware of the quality of teaching and of pupils' achievement across the academy and are now involved in decisions that reward teachers for good performance. Governors understand how pupil premium funding is spent and show great determination that it is used wisely to have the most impact on the academy's most vulnerable pupils. The governing body has shown great determination and resilience in its support of senior leaders to take the difficult decisions necessary to ensure that all pupils receive the best possible education.

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	An outstanding is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137062
<b>Local authority</b>	City of Bristol
<b>Inspection number</b>	427197
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	416
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Hoare
<b>Headteacher</b>	Cathy Milton
<b>Date of previous school inspection</b>	Not applicable
<b>Telephone number</b>	0117 3772605
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