

Westbury Infants' School

Eden Vale Road, Westbury, BA13 3NY

Inspection dates 16–17 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Learning activities do not always provide enough challenge to extend all groups of pupils, for example, in learning the sounds that link to groups of letters (phonics).
- A small proportion of pupils do not always pay sufficient attention when they are learning. Teachers do not always make sure pupils' behaviour is as good as it could be.
- Pupils' workbooks are not neat enough. Not all teachers insist on high-quality presentation.
- Some pupils lack the skills to work on tasks without close supervision.
- The school has not made best use of the expertise present in the school to improve the quality of teaching. This includes how to provide different groups of pupils with enough challenge in their learning.
- Over time, the local authority has not identified weaknesses in the achievement of the pupils across the school. The support provided has not been effective in securing the necessary improvements.
- Middle leaders now have responsibility in the monitoring of the quality of teaching and the progress pupils make. However, some are still developing their skills and are only beginning to have an impact upon raising standards.
- In the past, governors have not held the school sufficiently to account for the progress made by pupils.

The school has the following strengths:

- Pupils' achievement at the end of Year 2 is beginning to improve. More children from the Reception classes are better prepared to move into Year 1 than in the past due to improved teaching.
- The pupils are well looked after and kept safe while in school.
- Activities are well planned. They are engaging and relevant to the pupils and widen their experiences.
- The headteacher has quickly identified the areas that require attention. Her plans to secure these improvements are clear and well considered.
- The headteacher has established a system for checking the progress of different groups of pupils. This now enables school leaders to review how well pupils are doing.
- The Resource Base provides good support for pupils with complex needs.

Information about this inspection

- The inspectors observed learning in 15 lessons. Inspectors made a series of brief visits to observe how pupils got along together. In addition, an assembly was observed.
- Meetings were held with groups of pupils and senior leaders. The lead inspector held a meeting with members of the governing body and a telephone conversation with a representative from the local authority.
- The inspection team listened to pupils from Year 2 read and scrutinised samples of pupils' workbooks.
- A wide range of documents was examined, including the school's information on pupils' recent progress. The inspectors also looked at planning and documentation about checks on teaching, and records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took into account 10 responses to the online questionnaire, Parent View, and talked with parents and carers dropping their children off at school. The views of staff were considered through the 33 responses to the staff questionnaire.
- The inspection coincided with the school's Christmas celebrations at the end of term.

Inspection team

David Hogg, Lead inspector	Additional Inspector
Christine Alexander	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-size primary school. All pupils, including those in the Reception class, attend full time.
- Most pupils are from a White British background.
- The proportion of disabled pupils and those who have special educational needs supported on the school roll is over 20% of those who attend. This is much higher than the national average.
- The school provides support for up to eight pupils with complex needs through the additional provision of the Resource Base for pupils. Currently seven pupils attend the setting.
- The proportion of disadvantaged pupils who are supported by the pupil premium is just under 40%. This is much higher than that found in most schools. This is funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The headteacher joined the school in April 2014. The school appointed the deputy headteacher through an internal promotion in September 2014.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that teachers:
 - use the information they have on pupils' achievement to plan more challenging learning activities to accelerate the progress pupils make, especially in phonics activities
 - provide more opportunities for pupils to develop and practise their writing skills and to check their mathematical understanding
 - provide pupils with better guidance so they can develop the skills to complete activities more quickly
 - insist that pupils take greater care in the presentation of their work
 - work more closely together to share the good practice that is in the school to improve the quality of teaching.
- Raise the achievement so it is at least in line with national averages at the end of the Reception Year and Year 2.
- Improve the behaviour of some pupils in class so that they all listen carefully and are always ready to learn.
- Improve the effectiveness of leadership and management by ensuring that:
 - the school develops the skills of the middle leadership team to check the progress pupils are making and the quality of teaching to support the efforts of the headteacher to improve the school
 - governors improve their ability to more effectively check information on how much progress different groups of pupils are making in the school and how this compares with national averages.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- The new headteacher has quickly identified a number of long-standing issues within the school. She has begun to make the necessary changes to bring about improvements in teaching and in the analysis of the progress pupils make. These actions are beginning to have an impact in some areas, for example, in the early years classes where the rates of progress children are now making have accelerated. However, the impact of this work has is still working through in some areas of the school.
- The middle leaders now have greater responsibility to review the quality of teaching and to check the progress different groups of pupils are making. They are still developing their use of the system the headteacher brought in to check how well pupils are progressing. Their work has had limited impact so far due to the short time in which the changes have been in operation. They and most other members of staff are fully committed to supporting the headteacher's drive to raise standards.
- The headteacher has brought in systems that are more robust to review the effectiveness of teaching. Teachers have targets to achieve and the effectiveness of their work is assessed. Evidence from direct observations and the scrutiny of pupils' work helps in making decisions about promotion or improvements in teachers' salaries
- (The school has received a low level of support from the local authority over the years. A new advisor began supporting the school in May 2014 and confirmed the headteacher's analysis of the school's performance. The headteacher is now receiving better support but it is too early to identify any significant impact of the work.
- The school works to enable all pupils to have an equal opportunity to succeed. It supports many pupils who have additional needs and some with very complex needs. The progress of disadvantaged pupils has improved over the last year and is now in line with other pupils in the school. By raising the expectations of the teacher the most able pupils are beginning to achieve the results of which they are capable. The school recognises it still has further work to do to raise their achievement.
- The school does not accept discrimination in any form. It tackles inappropriate attitudes and language that pupils may have learnt outside the school. The school deals appropriately with any racial comments from pupils. It fosters good relationships and positive pupil behaviour.
- The programme of learning activities that the school provides is broad and looks to widen the life experiences for the pupils. The activities planned are engaging and relevant to the pupils and most subjects are taught through themes or topics. For example, 'Fire and Ice' covered volcanoes, the Great Fire of London, the Christmas Festival and the story of the Snow Queen. Year 2 pupils investigated which material Santa Claus should use to make a boat that would carry his presents. A pupil then went on to suggest metal, drawing on his knowledge gained when the class visited the SS Great Britain as part of their work on 'Journeys'.
- The school looks to involve the pupils in the local community. It raises their awareness of the diversity in the local area and in the wider world. Pupils visit older members of the community to sing carols. The pupils have released an album of Christmas songs on CD. The school is developing its own links with the local church to provide more spiritual experiences for the pupils to develop their awareness of faiths and beliefs. The pupils elect members of the school council through a secret ballot. The local Member of Parliament, who acted as the returning officer, announced the winning representatives. The social, moral, spiritual and cultural development of the pupils is good. They learn about life in modern democratic Britain.
- The links between the school and the parents and carers are good. Newsletters and the school website inform parents and carers about activities. The school now runs parent and pupil library sessions twice a week and maintains a small collection of books for adults to borrow as well. This has encouraged pupils to read to an adult more frequently but the full impact of this is yet to be seen.
- Child protection and safeguarding arrangements meet statutory requirements and ensure pupils are safe and well looked after in school.
- The school uses the primary sports funding well. The sports leader carried out a review of the skills of the staff and identified any training needs. Teachers work alongside professional coaches to improve their teaching of dance. The pupils have a wider range of sports to try such as archery and golf. Clubs are well attended, especially kick-boxing.
- **The governance of the school:**
 - The governing body has not held the school to account sufficiently for the achievement of the pupils over the last few years. Governors have not received an accurate picture of the quality of teaching in the school in the past. The headteacher now provides them with much more information about the

progress groups of pupils make, including those who are disadvantaged and those who receive additional support. The governors are now developing their skills in analysing this information so they can compare it with national averages. They are now working more closely with the school and have a better understanding of how the headteacher is tackling underperformance. Governors are increasingly aware of the link between the achievement of the pupils and the opportunities for staff promotion and salary improvement. Governors review the financial position of the school very carefully and the way the school uses particular resources such as the primary sports premium. They review safeguarding arrangements annually to check they meet the required standards and that they keep pupils safe at all times.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement. Some pupils are not always clear about what they must achieve in learning tasks. As a result, a few do not join in or rely too much on the support of the adults around them in order to make progress.
- Pupils are friendly and happy to talk about their work. When given the opportunity to do so pupils are able to discuss their ideas to develop them further with others in the class.
- Incidents of unkindness or bullying are rare. Parents and carers echo this view and say that if they do occur then teachers and other adults deal with the incidents effectively.
- Pupils play well together at break and lunchtimes. They are active and are able to share the toys and play equipment with each other. In class they have good manners, saying 'please' and 'thank you' to adults and other pupils when it is necessary.
- Pupils demonstrate their ability to take turns and work together in less formal situations. For example, pupils learned and played various party games such as pass the parcel after their Christmas lunch. No one was silly or became upset when they lost.
- Pupils from the Resource Base join with the main lessons as much as possible. Staff include them and do not leave them out. The pupils take part in lessons, for example helping to make a stable crib in one and in another making a paper stain glass window.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they are well looked after and have a good understanding of how to keep themselves safe. The school has systems in place to make sure the pupils can use the internet safely.
- The school works closely with outside agencies to secure additional help for pupils who may need a greater level of support than the school can normally provide.
- Attendance is broadly in line with the national average. The school works closely to keep absence to a minimum and to improve punctuality.

The quality of teaching

requires improvement

- Over the last few years, teaching was not good enough. Pupils have not made rapid enough progress from their starting points in reading, writing and mathematics. The headteacher has identified key areas to develop and has begun to provide training and targeted support to improve the quality of teaching in the school. Good practice does exist in the school and this is now beginning to be shared between staff.
- Not all of the teachers use the information available to them to ensure learning activities challenge all groups of learners to accelerate their progress. For example, some activities pupils work on do not always extend the more-able. In one group, pupils already knew the new sound they were going to be learning in a phonics session.
- The presentation of pupils' work is not consistently good. This is because not all class teachers consistently challenge pupils and insist they write more clearly or stick work in their books carefully. This slows the development of pupils' skills.
- Pupils do not practise their writing skills or their understanding of mathematical ideas regularly enough. Consequently, some pupils do not make rapid enough progress.
- Pupils are not always clear about what they have to achieve in a task. Some activities lack the necessary level of guidance or appropriate resources. As a result, some pupils find working without the close supervision of an adult difficult and the progress they make slows.

The achievement of pupils**requires improvement**

- The attainment of the pupils in reading, writing and mathematics has been too low for a number of years. The school has not been able to ensure that pupils make consistently good progress across Years 1 and 2. However, in 2014, the results at the end of Year 2 showed improvements in all of the subject areas and the gaps compared with the national picture have begun to close.
- The school's own information suggests that the recent improvements in the quality of teaching are improving the amount of progress pupils make. For example, the proportion of pupils in Year 1 doing as well as expected for their age or better is higher than has been seen in the past in all subject areas.
- The proportion of the most able pupils attaining the higher levels is improving. In 2014 it showed a marked improvement over the previous year in reading and mathematics.
- The school has now introduced systems to check how well individuals and groups of pupils are achieving. Staff are still getting to grips with these and the impact is yet to be seen on raising standards and increasing progress.
- Teachers and teaching assistants work together to plan extra support for those pupils who have additional needs. Through better targeting of resources and learning activities, these pupils are now, making better progress; this is now similar to that of other pupils in the school.
- The school's support for disadvantaged pupils in both Year 1 and Year 2 is effective. Gaps in their skills and understanding are closing, especially in Year 1. At the end of Year 2 in 2014, disadvantaged pupils were behind other pupils in school by half a term in mathematics and about one term in reading and writing. Compared with non-disadvantaged pupils nationally, they were two and a half terms behind in reading and around two terms in writing and mathematics. These gaps were much narrower when compared with the situation two years earlier.
- The pupils in the Resource Unit have very specific and complex needs. They make small but steady steps with their writing skills and their understanding of mathematics. The school works very effectively to develop their personal and social skills so they can join in with lessons with the rest of the pupils.

The early years provision**requires improvement**

- The headteacher leads the early years to drive the necessary improvements in the quality of teaching quickly and to accelerate the progress the children make. She has provided good support and guidance to the other teachers to develop further their skills in checking the progress the children make. The teachers now carefully record the different abilities that the children have when they join the school.
- The children join the school with skills at levels lower than are typically seen. This is particularly the case in their language and communication skills and their knowledge and understanding of the world.
- They make progress from their low individual starting points. However, over the last few years, the proportion of children achieving a good level of development has been lower than that seen nationally. Consequently, not all of them in the past have been ready for the move into Year 1 and the step up for some has been difficult. The school recognises this and now provides additional support in Year 1 that helps the pupils catch up.
- This year in the Reception classes there is a greater emphasis on developing the basic skills in language and communication, literacy and mathematics. The information the school holds for children currently in the Reception Year shows they are now making more rapid progress than were in the past.
- Learning activities do not always challenge all of the children sufficiently, especially the more able, to enable them to make good progress. This can lead also to the children becoming restless. Teachers do not always insist that the children sit still and listen carefully, and their learning suffers.
- The school is continuing to improve the education and surroundings for the reception children. The school has renovated the classrooms recently. As a result, the classrooms are bright and the new resources engage the children; this is beginning to improve their learning.
- Children respond well to the adults around them. They are happy to share resources and play well together. They can work cooperatively on activities. For example, one group of children dressed as the main characters in the Nativity. They took on the appropriate roles and acted out the story together.
- The school works closely with parents and carers to ensure there is a smooth introduction to the Reception classes. Parents and carers find the adults in early years team very approachable and welcoming. Information about how children are learning is shared regularly with parents.
- The care shown to the children by the adults working with them is good. The safeguarding arrangements linked to the early years ensure the children are safe and well looked after.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school 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

Unique reference number	126233
Local authority	Wiltshire
Inspection number	449278

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

Type of school	Primary
School category	Community
Age range of pupils	5–7
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Jenny Clements
Headteacher	Stacey Budge
Date of previous school inspection	7–8 July 2007
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