

Tribal
Kings Orchard,
One Queen Street,
Bristol
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01173115246
Direct email: Sara.Whalley@Tribalgroup.com



23 April 2015

Mrs S Budge
Westbury Infants' School
Eden Vale Road
Westbury
BA13 3NY

Dear Mrs Budge

Requires improvement: monitoring inspection visit to Westbury Infants' School

Following my visit to your school on 23 April 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement. The school should take immediate action to:

- identify the key actions required to improve the learning for all pupils in lessons and update the school improvement and action plan to reflect these priorities
- ensure that all leaders are aware of their responsibilities for improving teaching and learning and provide training to help them in their role
- distil the knowledge gained about pupils' achievement into key priorities for raising the achievement of all pupils in English and mathematics across the school
- rapidly engage the Governing Body in the systematic review of the actions taken to improve teaching and achievement so they can become strategically involved in school improvement.

Evidence

During the inspection, meetings were held with the headteacher, senior leaders and two members of the Governing Body to discuss the action taken since the last inspection. The inspector had a telephone discussion with the Wiltshire improvement adviser who is providing support and challenge to the school leaders. The inspector visited all classes with the headteacher to observe lessons. A review of the school's most recent progress data and a scrutiny of pupils' books from all year groups was undertaken jointly with the headteacher. The school improvement and action plan was evaluated.

Context

Since the last inspection four governors have been recruited. Temporary staff teach three classes. The final composition of the senior leadership team is pending interviews immediately following this visit.

Main findings

The school improvement and action plan lacks at its heart a clear outline of how teaching and learning are to get better and what aspects of pupils' achievement are to improve if pupils are to reach and exceed age appropriate expectations. It sets out clearly the processes you have implemented to check on pupils' progress. The professional development opportunities for staff are identified in the plan and you have worked closely with your adviser to build links with other schools to support this programme. The plan lacks an explanation of how good practice is to be shared with staff and checked up on. It does not detail how subject leaders contribute to the improvement of teaching and learning which was borne out in discussions with school leaders. Consequently too much of the work to improve the school rests with you and capacity is not building quickly enough in other senior leaders.

Your observations of the effectiveness of learning in lessons and during a scrutiny of books were accurate. The common format for lesson planning helps you appraise the extent to which learning activities challenge all groups of pupils. Teaching lacks a sharp focus on what skills are learnt and does not provide enough structure to help pupils' thinking. Consequently, pupils are not mastering skills quickly enough in writing and mathematics.

You have successfully implemented a number of changes that demonstrates your determination to improve the effectiveness of the school. Pupils' handwriting and presentation have improved following the whole school focus on these elements of writing. The management of pupils' behaviour in lessons is much improved because teachers adhere to the whole school policy. Consequently, the atmosphere in lessons is more purposeful than at the last inspection. You recognise that pupils' attitudes to learning are not always positive and in very nearly all the lessons we observed there were pupils who did not get involved in their learning.

You use your expertise in Early Years education to help staff raise expectations of children in the Reception classes. Children's progress towards a good level of development is accelerating.

The teaching of letters and sounds is effective. Pupils are making much faster progress towards becoming readers than in the past. The organisation of pupils into small groups, with activities at the right pitch illustrates robust use of assessment information.

Arrangements for strengthening governors' strategic involvement, following the review of governance, did not happen soon enough. The momentum to engage governors fully in the review of action to improve achievement and teaching stalled following the drawing up of the improvement and action plan. The governors have successfully recruited four governors to the board but they await appropriate training. Until then the delegation of responsibilities for checking on the impact of the school's work cannot be completed. The chair of the Governing Body has a good relationship with you but not enough governors have the expertise necessary to challenge the school to do better.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

Given my concerns about the capacity of leaders and governors to implement rapid improvement, Her Majesty's Inspector will return to the school to meet with the full Governing Body as soon as possible.

External support

An improvement adviser, a local leader for education, provides support and challenge. The involvement has been limited to implementing essential processes for reviewing pupils' progress. Challenge is provided in the shape of a review of the action plan. This has identified some of the shortcomings identified from this visit however the action to rectify these shortcomings has not been planned. The local authority has not provided enough backing to improve subject leadership and governance.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Wiltshire.

Yours sincerely

Jonathan Palk

Her Majesty's Inspector