

# Westbury-on-Trym Church of England Academy

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

**Inspection dates** 20–21 January 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders have maintained a strong drive for improvement to steer the academy successfully through a significant period of change.
- The headteacher's high expectations are reflected in all aspects of the academy's work. Her determined leadership and strong support of governors have brought significant improvements, especially in the quality of teaching, since the last inspection.
- Leaders and staff ensure that the pupils are kept safe and are well cared for at school at all times.
- The high regard given by leaders and staff to promoting pupils' spiritual, moral, social and cultural development ensures that this is a strength of the academy.
- Teaching is typically good. It continues to be strengthened by effective professional development for all staff. As a result, pupils make good progress through the academy.
- Pupils and staff share very good relationships. Staff encourage and value the pupils' responses in class. As a result, pupils enjoy school and behave well.
- The pupils' good engagement in learning underpins their much better progress this academic year, especially in mathematics.
- Effective early years provision enables children to make a confident and productive start to their life at school.

### It is not yet an outstanding school because

- On occasion, lower-attaining pupils make slow progress because the work and guidance they are given is not well matched to their needs.
- The teaching of phonics does not always develop pupils' phonics knowledge and ability to spell words securely enough.
- New systems to record the assessments of pupils' achievements are not fully used to best effect by all leaders and staff.
- Middle leadership is not yet consistently effective in raising pupils' attainment.

## Full report

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

- Sustain pupils' rapidly improving progress by ensuring that:
  - teachers plan consistently challenging and engaging tasks for all pupils, particularly for the less-able
  - all pupils develop their knowledge of phonics (sounds that letters make) well and apply this successfully to aid their reading and spelling
  - leaders and teachers consolidate the new procedures for assessing and recording pupils' achievements in order to provide consistently accurate information to inform teachers' planning.
  
- Develop the skills of middle leaders so that they have a greater influence on raising standards in their areas of responsibility.

## Inspection judgements

### Effectiveness of leadership and management is good

- Strong leadership from the headteacher, fully supported by good governance, has sustained school improvement during a period of significant change. All those associated with the academy fully support the headteacher and governors in promoting the academy's core values of 'excellence, community and faith' and in cultivating an atmosphere where good teaching and behaviour can flourish.
- The headteacher has empowered colleagues to create an effective senior leadership team. Leaders have responded successfully to issues such as changes in teaching staff and variations in pupils' progress. For example, weaknesses in mathematics teaching have been rigorously tackled to secure improved outcomes.
- Senior leaders and governors work well together to establish precisely what needs to be done next and to implement plans to secure rapid development. Leaders are diligent in seeking assistance from outside specialists and from head teachers and staff in the local learning alliance. This sharing of expertise has helped to secure good teaching and to address successfully other issues identified by the previous inspection. Pupils' improved and now good progress across the academy further demonstrates a capacity to sustain improvement into the future.
- The headteacher has established robust procedures to check how well teachers are performing. Senior leaders also play a supportive role in checking pupils' progress and in swiftly providing guidance and identifying training needs. Currently, for example, senior leaders are providing good support for the newly qualified teachers in the academy. Leaders know that there is still more to do, in particular to improve the consistency of middle leadership, with some middle leaders being new to the academy or to their roles.
- Leaders have introduced new procedures to assess and record pupils' progress, but these are not yet used consistently well to support teachers' planning, particularly for lower-attaining pupils.
- Leaders, including governors, have worked well together to secure good provision for disabled pupils and those with special educational needs. This is also true for disadvantaged pupils. Teachers are now identifying pupils' needs at an early stage and leaders are ensuring that additional funds such as the pupil premium are used without delay to develop pupils' skills.
- Leaders ensure that groups of pupils are well provided for so that there is equality of opportunity and no discrimination. This includes oversight of pupils from minority ethnic backgrounds, those with English as an additional language, and most-able pupils, for example.
- The academy provides a broad and well-balanced curriculum that covers the full range of National Curriculum subjects. The curriculum is effective in engaging and interesting the pupils so they are keen to learn and attend school regularly.
- Teachers place a strong emphasis on the core subjects of English and mathematics. The effective use of computers also gives pupils frequent opportunities to extend these skills within interesting topics. These include one on the Aztec Jungle, which followed a Year 4 visit to Cadbury World. Staff also enrich pupils' learning through a comprehensive range of extra-curricular activities and clubs, including sporting, musical and dance activities. These are well supported by staff, pupils and their parents.
- The provision for pupils' spiritual, moral, social and cultural development is a strength of the academy. It is underpinned by the academy's values that are used as a foundation to support and widen the pupils' appreciation of needs other than their own. These include, for example, visits to the local community and strong links with a local school for deaf children. Teachers and pupils also continue close links with two schools, one in Nepal and one in Uganda, which enhance pupils' understanding of different cultures. Such experiences successfully prepare pupils for life in modern Britain.
- The academy's current focus on 'perseverance' is promoted very successfully in class and during school assemblies to raise pupils' expectations and to improve their ability to learn for themselves and with each other. The involvement of pupils in electing representatives to the school council develops their understanding of democracy. Debates and Year 6 enterprise activities are other ways in which the academy is successfully promoting British values.
- The academy uses the additional sports funding well to provide extra specialist coaching to extend the skills of staff and pupils. Funds are also used effectively to widen the range of sporting activities and competitions offered to the pupils. This has increased the number of pupils participating in sports, especially girls. The academy now provides additional football and gymnastics clubs for children in the early years and Key Stage 1 classes, which included, for example, 'change for life' training.
- The very large majority of parents who responded to Parent View or spoke to an inspector are highly appreciative of the academy and would recommend the academy to other parents. However, a very small

minority of parents feel that leadership and management have not responded to their views well enough. Inspectors find that leaders work hard to sustain the confidence of parents and have dealt with change successfully to drive improvements at the academy.

#### ■ **The governance of the school**

- Governance of the academy is well organised and effective. Governors are committed to sustaining the academy's respected place and productive role in the local community. The governors work closely with staff and parents to foster good relationships. Governors are united in their dedicated support of the academy's core values, which underpin the strong promotion of pupils' spiritual, moral, social and cultural development.
  - Governors are clear about their roles and work diligently within their various committees to monitor the work of the academy closely. Governors manage finance efficiently. They ensure that their decisions are based accurately on the information they have received from consultations with staff, outside consultants and from their own frequent visits to the academy. This process, which also includes holding senior staff leaders to account for the quality of teaching and pupils' achievements, enables governors to gain a clear understanding of the academy's strengths, weaknesses and priorities for improvement. Governors ensure that decisions about staff pay and appointments and the use of additional funds, such as the pupil premium, are closely informed by the impact of provision on pupils' achievements.
  - Governors fulfil their statutory duties effectively. These include checking health and safety procedures and examining accident records to ensure that potential risks are fully assessed. By these means, since the previous inspection governors have ensured pupils' safe access to a range of beneficial breaktime activities during the continuing refurbishment of the academy.
- The arrangements for safeguarding are effective. All aspects of safeguarding continue to be given a high priority: currently for example, this is to protect pupils during the building work on the academy hall. Staff and governor training is kept up to date and leaders fulfil their responsibilities diligently to keep pupils safe. Senior leaders give high regard to monitoring the welfare of pupils considered vulnerable and sustain close links with parents and outside agencies to ensure their safety.

### **Quality of teaching, learning and assessment is good**

- Skilled management of staff change by senior leaders has significantly improved the quality of teaching since the previous inspection. As a result, teaching is now good across the academy. An increasing amount of exemplary teaching and support is also helping pupils to make faster progress than in previous years.
- All staff manage pupils' behaviour effectively and, alongside the good relationships which exist in all classes between adults and pupils, this is underpinning pupils' improved and now good learning and progress.
- Teachers have good subject knowledge and have improved their teaching skills. Pupils' learning and progress in mathematics, for example, has been improved noticeably by teachers using a wide variety of resources and strategies to enthuse pupils and to extend their thinking and reasoning skills. This was clearly evident in Year 5, for example, where pupils were challenged to decide for themselves which level of work to tackle. Pupils responded eagerly and demonstrated their improved understanding.
- Leaders and staff are still embedding a new system for assessing and recording pupils' progress. Even so, teachers across the academy have improved their planning since the previous inspection, using day-to-day assessments of pupils' developing skills to adapt the activities so that they provide the right level of challenge. This is having a beneficial impact on pupils' progress by sustaining their interest and good engagement in learning and advancing their skills. For example, pupils in Year 2 extended their understanding of equivalence in mathematics by tackling the extra challenges set for them by the teacher.
- Teachers provide plentiful opportunities for pupils to read books for enjoyment and to aid learning as they move through the academy and these are improving pupils' reading skills.
- In recent years, leaders have supported teachers effectively in developing pupils' grammar, punctuation and spelling skills. Pupils are also developing their writing skills well across the range of subjects and responding eagerly to stimulating activities.
- Pupils enjoy learning by using computers. Teachers also encourage pupils to consolidate their learning at home. For example, following a class assembly in Year 6, pupils were keen to further explore examples of people showing perseverance for homework.

- Teachers and teaching assistants work closely together. They know the pupils well. Staff have improved the way they collaborate to identify pupils' needs and provide effective support. Their work in tackling the needs of disabled pupils and those with special educational needs is helping these pupils make faster progress than previously. So too, their targeting the skills of disadvantaged pupils is boosting pupils' self-confidence and achievement.
- The quality of teachers' marking has improved in recent years and teachers are implementing the academy's agreed marking policy more consistently. Pupils are keen to respond to guidance and most are using this information to take greater responsibility for learning. This is helping them, especially the most-able pupils, to accelerate their progress.
- At times, teachers do not make frequent enough checks to make sure that tasks given to lower-attaining pupils are appropriate and understood, adjusting work and providing guidance accordingly. This slows the progress made by these pupils.
- The teaching of phonics is inconsistent in quality. Some teachers do not check precisely that individual pupils, particularly lower attainers, can pronounce and blend letter sounds.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The academy's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their academy. They enjoy meeting their friends and learning together. All pupils from a wide range of backgrounds mix and play well together.
- Pupils are polite to adults and appreciate the support and help they receive from teachers and teaching assistants.
- Pupils grow in self-confidence as they progress through the academy and this is evident in the assured way that they happily offer their ideas in class. They know that their suggestions are valued by their teachers. As a result, pupils do not hesitate to express their views; they are willing to learn even when making mistakes because they understand that this will improve their progress.
- Pupils are also committed to implementing the academy's core values. They are keen to know all about them and how to adhere to them at home and at school. Currently, they show a keen interest in demonstrating perseverance in their work and play.
- Pupils are careful and show good consideration of the needs of others when carrying out the responsibilities they are given, for example, as members of the school council.
- Staff are fully informed about their responsibilities for safeguarding and implement the academy's clearly stated procedures.
- The staff are well trained and vigilant in keeping pupils safe including, for example, in supervising the comprehensive range of breaktime and extra-curricular activities.
- The vast majority of parents and pupils and all staff agree that the academy helps to keep pupils safe and secure.
- When questioned, the pupils show that they know what to do and who to consult if they have any concerns. For example, they acknowledge the role of the academy's 'e-safety champions' in helping them to use computers safely.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils' behaviour is much improved since the previous inspection. In particular, pupils' good attitude to learning is helping them to achieve well across a range of subjects.
- Most pupils listen attentively in lessons, demonstrate a genuine desire to give of their best and strive to complete their work to a high standard.
- Pupils usually concentrate in class, especially when responding to challenging problems in mathematics or sharing ideas with their 'learning partners', for example. Occasionally, a few pupils begin to chatter when not working directly with adults and they need reminders to concentrate more.
- The academy's comprehensive behaviour records indicate that pupils are well supported at school by caring adults. They show that incidents of unacceptable behaviour are much reduced and there have been no exclusions this academic year. Incidents of bullying and discrimination are rare. Pupils talk knowledgeably

about the different types of bullying that might occur and say confidently, 'It is a lot better now.' They say that they know what to do should an incident of bullying occur.

- Pupils are respectful of the academy environment. They greatly appreciate the wealth of play equipment and facilities provided for them at breaktimes. They particularly welcome the new 'play pod' and share the equipment amicably with one another. Pupils also demonstrate good levels of consideration when using the adventure play facilities and when moving around the academy.
- Attendance levels match the national average. The academy has good procedures in places to check attendance and to challenge and reduce persistent absence.

## Outcomes for pupils

are good

- Across the academy, pupils are now demonstrating standards in reading, mathematics and speaking and listening that are above those expected for their age. These are seen in the pupils' responses to teachers' questions and by the good quality of their work in books. The academy's own checks of pupils' progress this academic year also show the pupils' faster progress and higher attainment.
- After a good start in the early years, more consistently good and occasionally outstanding teaching now through Year 1 and 2 classes sustains pupils' rapid progress in reading, writing and mathematics. Pupils' attainment at the end of Year 2 in 2015 was above average.
- Pupils' performance in the Year 1 national phonics screening checks fell to below average in 2015. Most pupils who took the tests in Year 2 reached the required standards. The academy has recognised that gaps in the phonics knowledge of a few pupils has contributed to their reduced ability to spell words accurately and is rapidly addressing this issue.
- In recent years, pupils' progress through Key Stage 2 has been disrupted at times by frequent changes in teaching staff. Improved stability in teaching and the good guidance provided by senior leaders have restored pupils' good progress in reading, writing and especially in mathematics and are raising standards. Attainment in reading, writing and mathematics was above average for pupils by the end of Year 6 in 2015.
- Pupils value books and enjoy reading. Pupils benefit from lots of opportunities to read books and to read when using computers at school and at home. Pupils enjoy using the academy library and sustain good progress in reading. By the end of Year 6, most pupils are very confident readers.
- The academy has significantly improved the teaching and challenge presented to the most-able pupils since the previous inspection. As a result, the proportion making rapid progress to reach above-average standards in national tests has increasingly exceeded that found nationally.
- The very small number of pupils eligible for pupil premium funding make good progress. This is increasingly the case due to improved and earlier identification of pupils' needs, well-planned strategies and additional adult support for learning. In relation to their starting points and, for a significant proportion, their complex needs, disadvantaged pupils make progress at a rate that matches their classmates and other pupils of similar age nationally.
- Disabled pupils and those with special educational needs benefit from improved provision and earlier support. They make good progress towards their carefully planned individual targets.
- Pupils from minority ethnic backgrounds make the same good progress as other pupils. Those who speak English as an additional language receive effective additional support matched to their needs and rapidly acquire fluency.

## Early years provision

is good

- The leadership and management of the early years are good. Leaders and staff ensure that statutory safeguarding and welfare requirements are fully met. Children are kept safe and secure as they learn and play within the spacious indoor and outdoor facilities.
- Staff promote good links with preschool providers and parents and these help the children to make a happy and confident start and settle well into full-time schooling.
- Children generally begin Reception with levels of skill, knowledge and understanding that are typical for their age but with some variation from year-to-year, especially in aspects of their personal, social and emotional development.

- Children make good progress in response to well-organised and effective teaching and support. By the end of the Reception Year the proportion of children reaching a good level of development is above the national expectations. Children were observed achieving well in reading when enjoying a story book with an adult. They also develop their number and writing skills well. This shows that they are well prepared for the next stage of their education in Year 1.
- Teaching is good. The teachers and teaching assistants work well together. They make regular observations of children at work and use these effectively to assess how well individual children are developing their skills and to plan relevant next steps in their learning. By this means, staff ensure that children across the range of ability and needs, including those from various backgrounds, make equally good progress.
- Teachers keep careful records of children's progress in learning journals. These are currently completed electronically and are shared with parents, who are encouraged to liaise closely with staff so that the skills developed at school can be consolidated at home.
- Adults usually extend children's language skills effectively through careful questioning, but on occasion questions insufficiently promote children's thinking to deepen their understanding.
- Children enjoy school and develop their self-confidence well. This was seen, for example, when children industriously tidied equipment away before breaktime and at the end of school. The children share very supportive relationships with adults and follow well-established routines which help them to learn. As a result, children behave well and feel safe.



## School details

<b>Unique reference number</b>	137062
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	10002449

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

<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>	407
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Tony Hoare
<b>Headteacher</b>	Cathy Milton
<b>Telephone number</b>	01173 772605
<b>Website</b>	<a href="http://www.westbury-on-trym.bristol.sch.uk">www.westbury-on-trym.bristol.sch.uk</a>
<b>Email address</b>	<a href="mailto:info@westburyontrym.academy">info@westburyontrym.academy</a>
<b>Date of previous inspection</b>	10–11 December 2013

## Information about this school

- The academy is larger than the average-sized primary school.
- The majority of pupils attending the academy are from White British backgrounds. About a fifth of the pupils are from minority ethnic backgrounds.
- The proportion of disabled pupils or those who have special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.)
- The number of disadvantaged pupils is very small in most year groups and often includes a significant proportion who also have complex needs. This was also the case in Year 6 last year.
- The academy meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Children experience early years provision on a full-time basis in two Reception classes. Other pupils are also taught in single-age classes.
- Westbury-on-Trym Church of England Academy school converted to become an academy in August 2011.
- The academy has experienced significant changes in staffing since the previous inspection.
- The academy is a member of a local alliance of primary and secondary schools, which is a group of schools who have agreed to support each other and share their expertise.



## Information about this inspection

- The inspectors observed 23 lessons and saw the work of 14 teachers. They were accompanied by the headteacher and deputy headteacher during several of these visits to lessons.
- A wide range of documents were scrutinised, including records relating to behaviour and attendance, safeguarding procedures and the academy's analysis of how well it is improving. The inspectors examined the academy's systems for checking pupils' progress and records of checks on the quality of teaching.
- The inspectors talked to individual pupils and specific groups of pupils about the academy and their work. They listened to individual pupils read and attended two assemblies. The inspectors also looked at samples of pupils' work across a range of subjects and classes.
- The inspectors held meetings with members of the governing body of the academy. They also held meetings with academy staff, mainly senior and middle leaders. The inspectors also held discussions with other staff.
- Meetings were conducted with members of the school council and other groups of pupils.
- The inspector took account of the views expressed in the 156 online responses to Ofsted's Parent View questionnaire, in 27 staff questionnaires and in 171 pupils' questionnaires. The inspectors also gathered the views of several parents informally at the academy during the inspection.

## Inspection team

Alex Baxter, lead inspector	Ofsted Inspector
Linda Rowley	Ofsted Inspector
David Shears	Ofsted Inspector

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