

Westbury Leigh CofE Primary School

Sandalwood Road, Westbury, Wiltshire BA13 3UR

Inspection dates

12–13 February 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have failed to prevent turbulence in staffing at all levels, leading to a decline in pupils' outcomes in writing, reading and mathematics.
- The quality of teaching is not routinely good across the school. Recent improvements are not fully embedded across the school. Teachers' expectations are not high enough. This results in some low-level disruption, which hampers pupils' progress.
- The teaching of mathematics is not yet consistently good. Activities do not promote pupils' problem-solving and reasoning sufficiently.
- Until recently, governors have not asked leaders challenging questions about how leaders are working to improve the school. As a result, they do not have a comprehensive understanding of the impact of leaders on the quality of teaching and learning.
- Over time, leaders have not used the additional government funding for disadvantaged pupils well enough. Consequently, disadvantaged pupils have not achieved as well as they could.
- Leaders have not ensured that the curriculum is meeting pupils' needs. It is now improving but leaders' actions to ensure that pupils' knowledge and skills are developed at a very early stage of development. Pupils are currently not building on these skills with any progression.
- Pupils know little about fundamental British values. As a result, pupils are not well prepared for life in modern Britain.
- A significant minority of parents expressed concerns about the effectiveness of communication between home and school.

The school has the following strengths

- The headteacher has an accurate understanding of the school's strengths and weaknesses and is using this to drive school improvement.
- In the early years, children are well supported and make good progress in their learning.
- Leaders ensure that this is an inclusive and caring school. There are effective procedures in place to ensure the safety and well-being of pupils. Pupils feel safe.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that all leaders, including governors:
 - continue to use monitoring information to ensure that actions are successfully focused on priorities that will improve standards and the quality of teaching and learning
 - use additional government funding for disadvantaged pupils effectively to improve their academic development
 - provide a curriculum for the core and foundation subjects that builds upon pupils' knowledge and skills
 - embed fundamental British values in the curriculum, so pupils are prepared for life in modern Britain through democracy, the rule of law, individual liberty, mutual respect and tolerance of others
- Improve the quality of governance so that governors support and challenge leaders to bring about the improvement needed.
- Improve the quality of teaching and learning so that pupils make the progress that they are capable of, by:
 - having the highest expectations of what pupils can achieve
 - ensuring that teachers provide challenge that deepens pupils' thinking, especially through the teaching of problem-solving and reasoning in mathematics
 - ensuring that learning engages, motivates and enthuses pupils to achieve their very best.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the last inspection, the school has been through a significant period of turbulence. A large number of staff have left the school. Senior leaders have also been through a time of change with the appointment of three new leaders. During the period of change there was a loss in the continuity of teaching. This contributed to pupils making weak progress from their starting points. There is now a strong leadership structure in place with a cohesive staff team; together they share an ambition to improve the school.
- The headteacher has demonstrated strong leadership during this period to address the many challenges the school has faced. She is not afraid to make challenging decisions to address pupils' underachievement throughout the school.
- Until recently, leaders did not check school's work with sufficient rigor, because not all leaders and middle leaders were clear of the expectations required of them. The headteacher has now ensured that all leaders understand their responsibilities and has carefully planned systems in place to check that they are effective.
- Leaders and governors have had an overgenerous view of the school. As a result, actions needed to address pupils' outcomes were not appropriate or effective. More recently, leaders have worked to make sure that school improvement planning is more precise. Leaders have set clear priorities for improvement and provide a clear steer for governors.
- Leaders and governors acknowledge that the school requires improvement. They are taking the action necessary to address the shortcomings the school has. Many of the changes, although appropriate, are too recent to establish any impact on the school.
- Leaders provide good quality support and training for staff. Staff who are new to teaching receive a well-planned and thoughtful induction programme. Leaders are accessing appropriate support from the Local Authority, the Westbury Area Schools Partnership and other external partners. This enables teachers to share good practice and learn from others, which is appreciated by the staff.
- Leaders have worked effectively to create an inclusive culture within the school. Support for pupils with special educational needs and/or disabilities (SEND) has improved. This has had a positive impact on the outcomes for pupils. Parents describe the support for pupils with SEND as 'fantastic'. The recently appointed special educational needs coordinator (SENCo) works closely with teachers to identify the barriers to learning these pupils have. Together, they work with parents to ensure that the right actions are planned for the right reasons.
- Leaders have recognised that they need to improve the curriculum. While it is evident that pupils are taught a range of subjects, the curriculum is not sufficiently balanced to provide enough time and opportunity for pupils to develop subject-specific knowledge and skills in other subjects, such as geography and history.
- The curriculum is enriched by a variety of extra-curricular activities. Pupils can access a broad range of experiences including residential visits, day trips as well as visitors to school.

- Additional government funding for disadvantaged pupils has not been used effectively to improve pupils' progress. There have been some positive interventions put into place to support pupils' social, emotional and mental health needs. However, leaders' expectations have not been high enough for pupils' academic outcomes. The outcomes of these pupils have not been evaluated effectively, so disadvantaged pupils do not achieve as well as they could.
- Parents hold mixed views about the school. Many parents feel that communication is not effective. Leaders report that communication had 'dropped' during the recent period of change. Recent efforts by the leaders and the governors show progress towards improving relationships with the parent body.
- Leaders use the physical education and sports premium well to provide greater opportunities for pupils to access a wide range of sports and develop teachers' skills. Pupils enjoy the range of activities they are offered, including fencing and archery, and many choose to take part in the wide variety of extra-curricular activities offered by the school.

Governance of the school

- Governors have not provided enough challenge and support to school leaders to ensure that the quality of teaching and learning improves. They have not checked carefully enough the impact of additional funding for disadvantaged pupils. Governors have not routinely checked that the actions identified in the school improvement plan were having a positive effect upon pupils' outcomes.
- Recent reorganisation within the governing body improved the impact of their monitoring role. Governors link more closely to the school and are developing systems of accountability within their roles.
- Governors recently had an external review of governance. This has provided some strong recommendations that governors have started to introduce.
- Governors have a strong commitment to the school and its place within the community. They are proud of some of the recent developments in the school, like the development of the farm and the nurture provision. They are now determined to increase their knowledge of the school. They are fully conversant with their statutory duties.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, including governors, have ensured that there is a sharp focus on safeguarding children, including the most vulnerable and those looked after by the local authority. School leaders and teachers play an integral part in supporting the most vulnerable children. They demonstrate a strong determination to improve outcomes for these children, working closely with other agencies. The school works closely with the local authority safeguarding team to ensure that issues are dealt with swiftly and appropriately.
- All staff are well trained, and this contributes to the highly effective culture established

for safeguarding. Pupils repeatedly told the inspectors that they feel safe at school, a view shared by staff and the majority of parents.

- Leaders ensure that all the appropriate checks are carried out on staff to make sure that they are in line with statutory obligations.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is not good enough. There has been too much inconsistency in the quality of teaching in different subjects and over time. Although this is now improving, it has led to varied rates of progress across classes and subjects, so that some pupils have not made sufficient progress from their starting points.
- Some teachers do not ensure that misconceptions and errors in pupils' learning are addressed promptly. Therefore, some pupils repeat the same errors in their work. When pupils' misunderstandings are not quickly addressed, it makes it harder for pupils to develop their learning.
- Leaders' actions are now ensuring that teachers use assessment information more carefully when planning lessons. Teachers' assessments are becoming more accurate and they are using this information better to pitch the level of work for pupils. Where teachers use the school's system to provide feedback, this is having a positive impact on pupils' work.
- There is some good teaching in the school, characterised by teachers designing learning activities that challenge pupils. However, too often pupils are not engaged in focused activities and this slows their progress. Some pupils do not make good progress because they rely too heavily on adult support and will often wait for adult intervention.
- When questioning is used skilfully, pupils are keen to engage and answer. Teachers' effective use of questioning checks pupils' understanding, develops pupils' thinking and deepens pupils' knowledge.
- Developments in the teaching of English, especially writing, have led to pupils' increased enthusiasm for their learning. The developing work around oracy is starting to have an impact on pupils' attitudes as well as their progress in writing. This was clearly evidenced in Year 1, where pupils articulately expressed opinions about different poems. Teachers are focusing on developing pupils' vocabulary and using this in a range of writing. These approaches are not yet consistent enough but are becoming more effective across the school.
- The teaching of mathematics is not good enough. Although the recently implemented approach to the teaching of this subject is working well for the middle-ability groups, the most able pupils are not sufficiently challenged. Pupils have insufficient opportunity to practise and apply their skills to solve in-depth problems or to reason. For example, pupils who had solved a problem could not explain how they had arrived at the answer.
- Although there are positive relationships between pupils and staff, there are too many occasions where teaching is interrupted by low-level disruption. This is not the case in all classes but is most evident in lessons where teachers are planning tasks that do not challenge the needs of each ability group.

- The recent focus on the teaching of reading has had a positive impact. The school is introducing a new approach to teaching phonics. Where this has been followed carefully, pupils are making the progress they should. This is because teachers have been well trained and are applying their skills consistently. Teaching assistants are also secure in their subject knowledge and are able to adapt the tasks to suit the needs of the pupils they are supporting. Pupils are beginning to apply their skills in their reading. Older pupils read well, with confidence. They make good book choices and their skills of comprehension are improving. Pupils report that they enjoy reading.
- Pupils with SEND are showing signs of better progress in a range of subjects across the school. This is due to clearer identification of the specific needs of each individual. Teaching assistants are well deployed to support the needs of specific pupils, allowing these pupils to succeed regularly with their learning while working alongside their peers.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement
- Some pupils are not sure how to challenge themselves further when tasks are too easy or what they could do if they are stuck. Pupils' attitudes towards tasks and learning are not routinely positive. Overall, pupils' understanding of how to be a successful learner is not well developed.
- Leaders do not provide pupils with a well-planned programme of study to develop a strong understanding of fundamental British values. This does not effectively prepare pupils to be a citizen in modern Britain.
- Pupils are confident and keen to talk about their learning. Most pupils have a good understanding of different forms of bullying and know how to keep themselves safe when using the internet. The bullying ambassadors have had a positive impact in the school.
- Pupils are well informed about how people might choose to lead a different lifestyle. They are clear how learning about healthy lifestyles, for example, can influence their own thinking. Pupils report enthusiastically the work of the eco-group, who have encouraged a reduction in the use of plastic around the school.
- Pupils' emotional, social and mental health is supported effectively. The 'calm room' and 'the hub' are valued by all pupils. Many pupils described the school as 'very supportive'.
- Pupils appreciate the large number of activities available to them to help develop their leadership skills. The school council are very proud of the farm. This was something they suggested, and it became a reality. Many parents and pupils commented on this exciting addition to the school. Pupils are also proud to apply for roles such as head boy and girl, librarians and being part of the school council.

Behaviour

- The behaviour of pupils requires improvement
- Although the school has been working hard to ensure that pupils attend school regularly, too many pupils are persistently absent. This is often because pupils are late for school. The school communicates clearly to parents the need for punctuality and good attendance. Leaders' recent efforts are beginning to improve pupils' attendance. However, they do not always have the impact desired by leaders.
- Teachers and teaching assistants support pupils with challenging behaviour well. Leaders have ensured that appropriate adaptations are made to the curriculum for these pupils as well as developing the calm space and the supported environment in 'the hub'.
- Pupils' behaviour around the school is calm and orderly. Pupils know the school rules and what is expected of them. House points and the 'gems' system all promote good behaviour. Inspectors noticed exemplary behaviour during the whole-school assembly. There are occasions where playtime behaviour can become a little overexcited, but staff manage this well.
- Bullying is rare and when it occurs it is well dealt with by staff and careful records are kept. Pupils are actively encouraged to prevent bullying, and the introduction of bullying ambassadors has been effective in promoting positive relationships. One pupil commented that the school's 'buddy bench was rarely needed because we all look after each other'.
- In lessons pupils can work well together and show mutual respect. However, there are too many occasions where pupils lose concentration if the work is not well matched to their needs. This can cause low-level disruption and interruptions to teaching.

Outcomes for pupils

Requires improvement

- The proportion of pupils achieving the expected standard for their age at the end of key stages 1 and 2 has been below average for the past two years. Progress rates have been well below average for writing and mathematics when compared to those of all pupils nationally.
- When checking pupils' work, inspectors found that teachers' expectations are not typically high enough. Insufficiently challenging activities for the most able pupils, especially in mathematics, mean that these pupils do not to develop and apply their skills well enough.
- In the past, pupils with SEND did not make good progress. Recent work by leaders and staff is proving successful. Pupils' rates of progress are improving and beginning to match their peers.
- Disadvantaged pupils have not achieved well over time. Leaders have been slow to identify the needs of these pupils and make the necessary changes needed to support them. New systems, although in their infancy, are already showing some signs of improvement for these pupils.
- Pupils talk with enthusiasm about the different topics they learn and enjoy a range of

subjects. Pupils show a good grasp of what they have learned in history and geography, but their progress is too inconsistent. Pupils enjoy science, although standards are too variable. Activities planned do not develop pupils' ability to apply their skills and knowledge in practical investigations well enough.

- Leaders' determined efforts to improve teaching and progress are evident in current pupils' books and school information. The school's assessments of pupils' learning in reading and writing show that outcomes are improving, and standards are rising throughout the school. However, outcomes in mathematics are not improving quickly enough.

Early years provision

Good

- Children make good progress through the Reception Year and the majority leave the early years with a good level of development. Staff work hard to stretch children's learning. Consequently, almost all children make good progress, and some exceed expectations.
- Leadership of the early years is good. A new leader has taken up post this year and has been well supported by the headteacher to develop her knowledge of this area of the school. Staff work very well together to provide stimulating learning experiences through the high-quality provision.
- Relationships between staff and children are strong. Carefully planned routines mean that children enjoy school and are safe. They behave well and form good relationships with one another.
- Children settle well into school due to the effective transition arrangements that are put into place with local pre-schools. One parental comment, typical of many, stated 'they were very pleased with the transition from nursery'. The school forms good relationships with parents. Records of children's learning are well maintained. The next steps are considered with precision at regular planning meetings. The good curriculum provides interesting opportunities for pupils to develop a wide range of skills, both indoors and outdoors. Children are prepared well for the next stage of their learning and are keen to engage in reading, writing and mathematics.
- Staff have a good knowledge of children's skills and capabilities. They use this information to provide stimulating activities that interest the children. Staff quickly identify any barriers to learning that disadvantaged children might display. They adapt the activities to ensure that these children do not fall behind.
- Children are developing some secure independent learning skills because of the well-developed provision that teachers offer. Children move freely between the two classes and the outside space. Children's writing skills are enhanced; for example, they initiate writing in the outside space while writing short letters to their parents independently.
- Staff ensure that there is a clear focus for each week within their planned activities. Continuous provision activities are carefully chosen to support children, although these can still be further enriched to meet the needs of all children.

School details

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| Unique reference number | 126370 |
| Local authority | Wiltshire |
| Inspection number | 10047848 |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 371 |
| Appropriate authority | The governing body |
| Chair | Paul Clark |
| Headteacher | Debbie Grimsey |
| Telephone number | 01373 822230 |
| Website | www.westburyleigh.wilts.sch.uk |
| Email address | admin@westburyleigh.wilts.sch.uk |
| Date of previous inspection | 22–23 January 2015 |

Information about this school

- Westbury Leigh is larger than average-sized primary school.
- The very large majority of pupils have a White British heritage and speak English as their first language.
- The proportion of pupils eligible for the pupil premium has risen in recent years and now is above average.
- The proportion of pupils with SEND and those with an education, health and care plan is well above average.

Information about this inspection

- Inspectors observed learning in all year groups, the majority jointly with senior leaders. Inspectors scrutinised pupils' work and listened to pupils read. They spoke with a number of pupils about their views of the school and their opinions of behaviour and safety. Inspectors considered the 21 responses to the pupil survey.
- Inspectors held discussions with a range of staff and governors and considered the 36 responses to the staff survey. A telephone call was made to the local authority improvement partner.
- Inspectors considered a wide range of school documentation including the school's self-evaluation, current performance and plans for improvement; the school's most recent information on the attainment and progress of pupils; information relating to safeguarding; information about behaviour management and exclusion; information relating to the school's use of pupil premium funding, funding for pupils with SEND and funding for PE and sport; the school's most recent attendance information; minutes from meetings of the governing body; documentation around the monitoring of teachers' performance and external monitoring information; and the school newsletter and website.
- Inspectors talked to some parents to seek their views about the school, they also took account of the 69 responses to Ofsted's online questionnaire, Parent View.

Inspection team

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|-----------------------------|------------------|
| Paul Walker, lead inspector | Ofsted Inspector |
| Simon Bissett | Ofsted Inspector |
| Emma Jelley | Ofsted Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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