

# Westbury-on-Trym CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	109150
<b>Local Authority</b>	Bristol, City of
<b>Inspection number</b>	288296
<b>Inspection date</b>	21 March 2007
<b>Reporting inspector</b>	Susan Wheeler HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	347
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andre Hart
<b>Headteacher</b>	Pam Derham
<b>Date of previous school inspection</b>	1 July 2002
<b>School address</b>	Channells Hill Westbury-on-Trym Bristol BS9 3HZ
<b>Telephone number</b>	0117 3772605
<b>Fax number</b>	0117 3772606

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools.

## Description of the school

This is a larger-than-average primary school which is oversubscribed. There is a smaller proportion of pupils with learning difficulties and disabilities than in most schools. A few pupils from minority ethnic groups are learning English as an additional language. The school has the Investor in People award and an Eco Green Flag award. There is a breakfast club run by the school and a privately run after-school club held in a local hall.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school which can be proud of its achievements. The headteacher provides extremely good leadership and the staff and governors have a shared vision for improvement. The strong staff team has built a community which respects each other and values individual differences. As a result, pupils' personal development and well-being are excellent. The school makes exceptional use of resources, especially the deployment of the very skilled and effective learning support assistants. They also engage fully with a range of agencies and other schools, and have gained several awards. The school knows itself well, although it underestimates the impact of its provision on pupils' achievements. There is excellent capacity to improve as the school uses a measured approach based on an accurate assessment of its priorities for improvement. The school enjoys the overwhelming support and confidence of the parents and the wider community, and good communication is always a priority. One parent summed up the school: 'This is a wonderful school with excellent pastoral care'. Children get a good start in the Foundation Stage from average starting points. They make good progress and achieve well. The school has recognised that the thorough assessments when they begin school could be used more effectively to target support. All pupils, including the more able and those who find learning harder, achieve well throughout the school, although progress is faster in Key Stage 2. The standards reached are significantly above average, although attainment in writing is not as high as in reading. The school has recognised this and writing is currently a priority, but it is not yet being consistently rigorously pursued in all classes. The good achievement reflects the good teaching throughout the school, which makes learning interesting and enjoyable. Pupils know how well they are doing and receive excellent guidance on how they can do better. However, only the older pupils are gaining a better insight into their own progress through use of self-assessment. Staff use resources very effectively to provide an outstanding curriculum which meets the diverse needs of pupils as well as helping them to make links between subjects.

Care and guidance provided for the pupils are outstanding and are valued by pupils and parents. The school's Christian foundation offers further support through the current focus on developing values for life. Pupils with learning difficulties and disabilities are particularly well supported in class and through a number of additional activities. This helps them to be confident in their own abilities. Pupils have an excellent understanding of personal safety and healthy lifestyles. They enjoy school and appreciate the social aspects which they feel fit them well for the future. There are numerous projects going on within school, the village and the wider world and pupils show a real zest for learning. Some of the older pupils summed up the essence of the school as 'welcoming', 'very friendly' and said that they 'achieve lots'.

### What the school should do to improve further

- Rigorously pursue a consistent approach to improving standards and progress in writing across the school.
- Ensure that all classes benefit from the very effective way self-assessment is used with the older pupils.

## **Achievement and standards**

### **Grade: 2**

Achievement is good for all pupils from a variety of backgrounds and there are no significant variations between different groups. Most meet the challenging targets set for them, especially at the higher levels in national tests. Aspirations are high as good teaching encourages pupils to do as well as they can. Well-targeted support is provided to ensure that pupils with specific needs make equally good progress. Children start in Foundation Stage with broadly average skills and make good progress. The majority are in line to meet their early learning goals or exceed them by the time they start in Year 1. Pupils make consistently good progress throughout Key Stage 1 and by the time they reach the end of Year 6, standards are significantly above average in English, mathematics and science. A new approach to writing has been introduced to further raise attainment, but this is developing at varying rates across the school.

## **Personal development and well-being**

### **Grade: 1**

Pupils' behaviour is excellent owing to consistently high expectations across the school and the exemplary relationships between pupils and with staff. This fosters pupils' excellent personal development and a sense of community. They eagerly accept responsibilities, such as being peer mediators, energy monitors and play experts. Attendance is good as pupils enjoy school and are highly enthusiastic learners. They gain greatly from the 'Healthy Kids Club', the 'walking bus' and their work on gaining the Eco Green Flag award. They feel extremely safe in school and appreciate the benefits of their life-skills training.

Pupils' spiritual, moral, social and cultural development is excellent. They are proud of their achievements and value the way these are celebrated with stickers, badges and certificates. The work in assemblies on developing values for living is strengthening their spiritual development. They understand the impact of their actions on others and have a very strong sense of fairness. The links with schools abroad are enhancing their very good understanding of other cultures. They believe strongly that their views are listened to, particularly through the school council and 'circle time', where pupils sit in a circle to talk about any worries or concerns. They know they make a great difference to the life of the school and beyond, including projects with Airbus and charities. They have gained an extremely good appreciation of the world of work through visits from representatives of various professions, and are developing the key life skills of resilience, responsibility, reflectiveness and reciprocity from their excellent work on 'building learning power'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers have good subject knowledge and plan extremely effectively to meet the needs of the diverse ability groups. Planning demonstrates good links with other subjects and there is very consistent practice across the unit teams. Staff are very effective at incorporating school themes into each lesson, for example, the healthy eating week into literacy. The new writing initiative is having a considerable impact in some but not all classes. The pace of lessons is excellent and staff have very high expectations. Pupils are eager to do their best: they know their targets and take a real pride in their achievements. They receive excellent encouragement

to be independent learners who seek solutions and make well-informed decisions when faced with problems. This is particularly evident in the Foundation Stage, where children select their tasks with confidence and give their reasons for the choices made before getting on very purposefully. The learning support assistants are very well deployed to ensure that pupils receive the additional help they need to make good progress. Staff use questioning very well to assess what pupils have learnt and to make them think harder, especially the more able. Marking is also very good as it enables the pupils to understand how well they are doing and what needs to be done next. In some of the older years, pupils are developing good skills in assessing their own work, but this is not being developed as well in other classes.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is planned very well to encourage pupils to do their best. It is adapted extremely effectively to ensure that what pupils are learning meets their diverse needs. The addition of carefully targeted programmes for pupils who find learning more difficult enhances their achievement and confidence. The curriculum also provides excellent opportunities for extending the more able and those pupils who have additional gifts and talents, for example, through an activity day for talented scientists and sessions at a study centre. The exceptional range of opportunities to visit places of interest and to have visitors has a considerable impact on pupils' enthusiasm for learning and helps them understand the links across subjects. There is a wide range of school clubs which enables progression, for example, in music and sports, and all are very popular with pupils. The international links with schools and the teaching of French also enhance the strong curriculum. The latest production of 'Joseph' is developing great teamwork and commitment – and outstanding singing too.

## **Care, guidance and support**

### **Grade: 1**

Children settle extremely well into the Foundation Stage because of the excellent transition arrangements, which include several visits to school beforehand and home visits. Pupils comment on how safe and secure they feel at school and are pleased that they can express any concerns through circle time, or 'worry books', for example. The peer mediators and the use of the 'friendship bench' help playtimes to be more fun. The school looks after its vulnerable pupils extremely effectively, helping them to do very well and to develop confidence in their own abilities. This is achieved through numerous intervention programmes and excellent deployment of very effective support staff. Outstanding guidance is offered to pupils to help them improve their work and achieve their best, including the more able. This is informed by the excellent monitoring of their progress, which clearly identifies any areas of underachievement. The very high level of challenge keeps pupils engaged and focused on doing their best.

## **Leadership and management**

### **Grade: 1**

The headteacher provides outstanding leadership. Together with her senior leadership team and governors, she has developed a shared vision of what can be achieved. There is a common sense of purpose throughout the school, due in no small part to the commitment and drive of the headteacher. The excellent leadership and the school's strong track record put it in an outstanding position for further success. The school knows itself well and has evaluated its

strengths and weaknesses accurately, although it is sometimes unduly modest in assessing its impact on pupils' development. The senior leadership team is very strong and works diligently to ensure staff are in the best position to help their pupils achieve as well as they can. Subject leaders and those leading on other aspects understand their roles and responsibilities very well and make a considerable contribution to school improvement.

The governing body is particularly well led and is exemplary in the way it carries out its duties. It is extremely well informed and takes its responsibilities very seriously. Governors, very effectively hold the school to account. The financial management is strong. The school is thought of very highly by parents and one parent encapsulated their views: 'I cannot fault this school, every aspect is brilliant and my children enjoy every day'.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for helping me to feel so welcome in your school, for answering my questions and sharing your ideas with me.

Here are some of the things I liked best about your outstanding school:

- you thoroughly enjoy school and participate in lots of exciting events – the preparations for 'Joseph' look fantastic!
- you work very hard and do very well.
- your behaviour is extremely good and you like having special responsibilities around the school.
- lessons are very interesting and teachers help you to do your best.
- you know a great deal about healthy living – healthy eating week looked like fun!
- you have helped your school to gain lots of awards and only two other schools in Bristol have the Eco Green Flag award – well done!
- you feel safe at school and have a real say in what happens – it is good that the school council uses the newsletter to publicise what is going on.
- the things you are learning now will really help you when you are older.
- your headteacher is working extremely hard with all the staff to make your school the best place to be.

Here are the things which would make your school even better:

- for your teachers to make sure that your writing improves in all classes as fast as it already is in some – you can help by remembering all those new ways of making your writing even better.
- to help all of you learn how to assess your own work so you can judge for yourselves how well you are doing – some of the older pupils are working on this already.

I hope that you continue to have a brilliant time at Westbury-on-Trym Primary and wish you all the very best for the future.