

Westbury Leigh CofE Primary School

Inspection report

Unique Reference Number	126370
Local Authority	Wiltshire
Inspection number	293538
Inspection dates	26–27 June 2007
Reporting inspector	Brenda Cusdin HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	393
Appropriate authority	The governing body
Chair	Ian Dovey
Headteacher	Mary Murray
Date of previous school inspection	25 November 2002
School address	Sandalwood Road Westbury BA13 3UR
Telephone number	01373 822230
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Westbury Leigh has more than doubled in size since the last inspection and is much larger than many other primary schools. The school was located in the centre of the village of Westbury Leigh. In 2004, the school moved to new buildings in a housing development of over 1000 homes on the outskirts of the village. Far more pupils than usual have joined the school other than at the normal times of admission.

The pupils come from a range of socio-economic backgrounds. Around one in five families on the new estate live in houses provided by a Housing Society. The village of Westbury Leigh is predominantly prosperous. The proportion of pupils eligible for free school meals is below average. There are very few pupils from minority ethnic backgrounds and rarely do pupils learn English as an additional language. The number of pupils with learning difficulties and/or disabilities is average. Attainment on entry to the Foundation Stage is average.

Along with the rise in pupil numbers, staffing has expanded. Six new teachers were recruited in the last two years. The headteacher was loaned to another school last school year. The deputy headteacher took on the role of acting headteacher during the period of the headteacher's secondment.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is satisfactory and there are good features. Despite the challenging scenario of rapidly expanding numbers and new staff to induct, the good quality of the staff's care for their pupils has led to very positive relationships across the whole-school community. The pupils' personal development and well-being are good. Their behaviour is excellent and they show immense enjoyment of school life. As one parent commented, 'My son loves Westbury Leigh. He has lots of friends and misses school during holidays'.

Staff are providing a good curriculum. They plan imaginative approaches and try to link up learning with the outside world and across subjects. Programmes for teaching writing have improved considerably this year thanks to two new initiatives. There is a good range of clubs, visits and visitors. Year 6 girls really appreciate their mathematics club, which has boosted their confidence to have a go.

Standards at the end of the Foundation Stage and at Year 2 have been consistently average in recent years. Standards in English and mathematics in Year 6 have been broadly average but standards in mathematics slipped to below average in 2006.

Achievement in the Foundation Stage and at Year 2 is satisfactory. Achievement at Year 6 has been declining. It was broadly satisfactory until 2006, when achievement in both English and mathematics was inadequate.

The staff learnt lessons from these disappointing Year 6 results, identifying what went wrong. Teachers have worked hard on new ways to teach writing and clarifying ways to teach calculations, and these are having an impact. Pupils' progress has accelerated this year and the current Year 6 pupils are achieving satisfactorily in English and mathematics. Attitudes in the current Year 6 are very positive.

Teaching and learning are satisfactory. Lessons are purposeful. Teaching strategies engage pupils' attention. The majority of lessons, but not all, cater for the range of individual needs in the class and stretch the more able. In the best teaching, questions are carefully phrased to deepen pupils' understanding. In other lessons, questions are not as thought provoking or there is not enough time for all pupils to think through their ideas before the answer is provided.

Leadership and management are satisfactory. The school's self-evaluation is broadly satisfactory but was not sufficiently rigorous last year. The school's monitoring of pupils' progress has improved in two key ways this year. First, teachers are using a new way of plotting pupils' progress during the school year as well as at the end of each year. This means that staff can check more easily on whether pupils are achieving well enough. Secondly, teachers are now using a broader range of evidence to assess standards more reliably.

The headteacher inspires high staff morale and huge respect from parents for what the school offers. Sensibly, leadership responsibilities have been focused more keenly this year on raising standards. Key stage co-ordinators and subject leaders are developing a better insight into strengths and weaknesses in provision, and playing a key role in the improving picture this school year.

What the school should do to improve further

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- Improve the quality of teaching and learning so it is consistently good, particularly by ensuring that tasks always match the needs of the more able and that teachers question more effectively to develop pupils' understanding.
- Consolidate the significant improvements in the tracking of pupils' progress made this year and ensure that pupils make good progress steadily over their time at the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The pupils reaching the end of the Foundation Stage have made secure progress across the six areas of learning for this age range. Their skills are at appropriate levels to move smoothly into teaching programmes in Year 1.

The school's assessments of writing, reading and mathematics in Year 2 show that, although standards are a little lower than last year, they are broadly average and represent satisfactory progress for these pupils from the beginning of Year 1.

The Year 6 pupils are achieving satisfactorily. The 2006 Year 6 results in English and mathematics fell far short of the school's targets. Staff report that this year group was very unsettled, and this affected both ethos and pupils' progress. Assessments show that standards in the current Year 6 in English and mathematics are well in line with the school's targets and national averages.

The strategies to improve writing are having a positive impact. Pupils, including the boys, are responding well to stimulating resources, and are writing at greater length and with greater involvement. Toolkits of prompts help them to structure their ideas and order their writing better.

The greater emphasis on consolidating different calculation strategies is having a positive impact on progress in mathematics. Girls in Year 6 report growing confidence in their mathematical skills, and they value the space they are given to think things through and not worry if they get answers wrong.

Personal development and well-being

Grade: 2

The school is a happy and harmonious community where pupils get on very well together. Relationships between pupils and adults are very positive, and pupils feel valued and know that adults have their best interests at heart. Pupils' behaviour is exemplary and they concentrate well on their tasks. They enjoy school very much and are keen to learn. Consequently, the attendance rate is above average.

Pupils' spiritual, moral, social and cultural development is good. There are particular strengths in pupils' moral and social development, while their multicultural awareness is sound and improving. Pupils work together amicably, respect the feelings of others and have a well-developed sense of fair play. They respond positively when given responsibility, for example, as members of the active school council or as buddies for those who need extra support at breaktimes. Pupils show good initiative. For example, school council members identified the need for a fruit tuck shop, which is now established and popular, and made a successful bid to

the local council for funds for outside equipment. In addition, Year 6 pupils organise and run their own fundraising event.

Pupils are safety conscious and concerned for the welfare of others. They participate enthusiastically in a good range of physical activities and understand the importance of healthy eating. Pupils have a strong social and community awareness, and are keen fundraisers for many good causes. Pupils' ability to work constructively with others, and their satisfactory progress in literacy and numeracy, mean they are soundly prepared for their future.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers and teaching assistants work well as a team and classroom management runs smoothly. They set firm expectations for conduct and reinforce these steadily. Praise and encouragement, rightly, celebrate good efforts. Teaching assistants play a key role in helping pupils with learning difficulties and/or disabilities to succeed at their tasks.

Lessons are planned carefully, explanations are clear, and resources and approaches are designed to motivate pupils. In some lessons, teachers discuss with pupils ways to become good learners and review at the end of lessons how these might have been useful. In the most effective lessons, skilful questioning is paced to promote good gains in understanding. In some lessons, questions are more narrowly focused, the pace of learning is less brisk and the more able pupils are not fully stretched.

Curriculum and other activities

Grade: 2

The curriculum is good. There are very good programmes for personal, social and health education. There is easy access to up-to-date information and information and communication technology (ICT) resources. The curriculum meets statutory requirements. It is enriched by additional specialist teaching in French and philosophy, and by a wide range of visits, visitors, special events and after-school clubs. The impressive choir, recorder group and singing in assembly are the result of very good provision for music.

Provision for literacy and numeracy has improved this year. Two new curricular initiatives, the story-making project and the visual literacy programme, have very informative guidance on the teaching of writing and very useful resources. The Foundation Stage curriculum provides thoughtful guided activities for the children across the areas of learning. However, opportunities are sometimes missed to encourage them to make choices in their learning.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils feel safe and know that the staff will listen if they have any problems. 'The teachers are really kind and make sure you are happy,' commented one pupil. Parents are justifiably confident that their children are well looked after at school. Child protection procedures are robust, regular health and safety checks are carried out, and staff have benefited from first aid training.

Thorough and effective procedures help pupils to settle in quickly when they start at the school and help to prepare Year 6 pupils for the next stage of education. Pupils benefit from good support and guidance for their personal development and this is reflected in their very positive attitudes and behaviour. Their academic support and guidance are satisfactory. While some teachers set targets for improvement for pupils, this is not common practice across the school. Teachers ensure that pupils know what they are expected to learn. However, opportunities are sometimes missed to involve pupils in the evaluation of their progress and in the identification of areas for improvement.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Monitoring and evaluation strategies are more secure now. The school has shown that it can make improvements and has halted the decline in achievement at Year 6. The school improvement plan, however, scheduled actions for staff to complete by the end of January 2007 and has not yet been updated. Capacity to improve, and value for money, are satisfactory given that achievement dipped last year and is currently satisfactory.

There are good aspects to leadership. The headteacher has developed the school's ethos very well during a period of rapid expansion and considerable change. The values she holds most dear are shared by the staff and governors. Her calm presence and encouraging stance play a significant part in the pupils' excellent behaviour and attitudes. The recent curricular initiatives in writing and mathematics are well led by the subject leaders.

The deputy headteacher has made inroads this year into tracking pupils' progress and gauging the value added by the school, which the school had found difficult because pupils join at different times. The work of the governors is sound and improving. They have sharpened their monitoring activities this year and have a satisfactory grasp of the school's effectiveness. Finances are managed carefully. The accommodation is very good.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
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	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

28 June 2007

Dear Pupils

Inspection of Westbury Leigh C of E Primary School, Westbury, Wiltshire BA13 3UR

Many thanks for the very warm welcome you gave us. We really enjoyed our visit to your school. We learnt a lot from talking with you and the staff, and joining your lessons and activities.

Your school is giving you a satisfactory education and there are some things which are good. Your headteacher and staff care for you very well.

Your parents have huge respect for your headteacher. They like what the school offers and are very happy with their choice of school. You really love coming to school. We were impressed by your excellent behaviour.

You enjoy the things that make school even more interesting such as the visits and after-school clubs. There is a good range of such activities.

Teachers explain clearly what you should be learning in lessons. They plan ways to make learning interesting. In some lessons, many of you have to think hard. We agreed with your headteacher that occasionally work is too easy for some of you and your school is keen to improve this.

All of you are getting on fine with writing and mathematics. We were worried because last year's Year 6 results in English and mathematics were disappointing. But your teachers have introduced new ways to teach writing and they thought carefully about when to teach different calculation methods. This has made a difference. We can see that you are getting much better at writing stories and doing calculations. Your school is checking your progress more thoroughly. We agreed that this was very sensible and should continue.

Very best wishes

Brenda Cusdin Her Majesty's Inspector