

Westbury Infants' School

Inspection report

Unique Reference Number	126233
Local Authority	Wiltshire
Inspection number	315451
Inspection dates	18–19 September 2007
Reporting inspector	Alex Baxter

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School	174
Appropriate authority	The governing body
Chair	Jenny Clements
Headteacher	Janet Ball
Date of previous school inspection	1 June 2003
School address	Eden Vale Road Westbury BA13 3NY
Telephone number	01373 822716
Fax number	01373 822716

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Children's attainment on entry varies from year to year, but mostly it is below that expected for their age. A significant proportion of children, often boys, enter with under-developed communication and language skills. Very few pupils are from minority ethnic backgrounds and no pupils have English as an additional language. Although the proportion of pupils with learning difficulties and/or disabilities is below that found nationally, the number of pupils with a statement of special educational need is well above average. Most of these pupils have their needs met in a 12-place Specialist Learning Centre (SLC) and experience some learning in other main school classes. The school holds the following quality marks: Healthy Schools Award, Basic Skills Award and Investor in People status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It has been successful in recent years in promoting continued improvement and securing pupils' good achievement and broadly average standards of attainment. This has been achieved in no small measure due to the outstanding leadership of the headteacher. With good support from staff and governors, the headteacher has 'steadied the ship' during a period of a falling roll which brought financial constraints and threatened to undermine the confidence of staff and parents. The headteacher has promoted a team approach to leadership and management that has sharpened decision making, established good quality teaching and promoted pupils' enjoyment in learning. The range of national awards given to the school reflects its good quality educational provision. The school promotes excellent links with parents. These contribute strongly to the pupils' enthusiasm for learning and improving progress. The school's success in establishing good attendance shows the positive response of pupils and parents alike. Questionnaires show the overwhelming satisfaction of parents; one typical written comment was, 'I cannot praise the school enough for the dedicated time and effort they put into the children.' The school sustains an equally effective focus on pupils' personal development and their academic achievement. In response to good care, guidance and support, pupils are enthusiastic contributors to the school community and adopt safe, healthy lifestyles. The pupils' good behaviour and attitudes underpin their success in learning and prepare them well for the future. A unity in purpose within leadership and management ensures that provision is good in all areas. As a result, standards continue to rise and pupils are on course to meet their appropriately challenging targets. Self-evaluation is effective. The formation of an effective senior management team has channelled and lifted the confidence of staff and is strengthening the pace of improvement. Provision is good and children progress well in the Foundation Stage (Reception classes.) Pupils of all abilities, including those in the SLC, are included equally and make good progress. Standards in Year 2 are broadly average in reading, writing and mathematics. Many pupils develop good speaking, listening and scientific enquiry skills. Many pupils also become skilled in using computers to strengthen their learning. Because they entered school with limited skills, several pupils, especially boys, still find it difficult to understand what they read and this slows their progress. To address this issue, the school is seeking additional funding and plans to reintroduce a 'Breakfast Reading club' that has proved successful in the past. Teaching and learning are good, including in the SLC. Teachers and their assistants know the pupils well and meet their differing needs effectively. The school provides a good curriculum, including in Reception, now enriched by topics that are stimulating the pupils' interest. The curriculum includes good opportunities to learn by using computers. However, children in Reception classes do not always have enough equipment to make best use of outdoor areas to support their independent learning.

Effectiveness of the Foundation Stage

Grade: 2

Children settle quickly and experience a good start to their education in the Reception classes. The children make good progress overall and most attain the early learning goals set for their age. Teachers place a strong emphasis on communication, language and literacy, helping children to make particularly good progress in acquiring these skills. Good teaching and learning and high quality personal care ensure the development of warm, supportive relationships. These help children to feel relaxed and willing to learn. A good range of activities, both adult led and

chosen by the children, promotes enjoyable, effective learning. At times, a shortage of equipment restricts curricular opportunities for the children to learn more independently outdoors.

What the school should do to improve further

- Improve pupils' reading skills, especially their ability to understand what they read.
- Increase the resources provided and extend the opportunities for Reception children to learn independently outdoors.

Achievement and standards

Grade: 2

Pupils achieve well by the time they leave the school. Standards are broadly average in reading, writing, mathematics and science by the end of Year 2. Pupils from the full range of backgrounds and learning needs, including those with complex learning and physical needs in the SLC, make good progress. This stems from consistently good quality teaching and learning in all classes. The progress of most boys and higher attainers, especially in writing, has improved and is now good. Standards and achievement continue to rise. This is because learning opportunities are challenging pupils appropriately. The good start in Reception continues through Years 1 and 2. Many pupils develop good speaking, listening, investigative and information and communication (ICT) skills. However, because of the low starting points of several pupils, especially boys, skills in reading comprehension are not good enough.

Personal development and well-being

Grade: 2

Pupils are open, friendly and confident. They say they really enjoy school life and try hard to succeed. Pupils' behaviour is generally good. Most pupils concentrate well, but there are a few who can lose concentration and become a little restless, especially when whole-class discussions are occasionally too long. Because of the emphasis placed upon it by the school, pupils know well how to keep themselves safe and healthy. They show an increasing awareness of the needs of others. Pupils' spiritual, moral, social and cultural development is good. They have a developing awareness of their place in the world and the contribution they can make through simple activities such as recycling. Pupils develop a strong sense of being good citizens. They contribute enthusiastically to community life, for example, working together to raise money for new playground toys. Most pupils leave the school with secure skills in numeracy, literacy and ICT and with a confidence and enjoyment in learning. As a result, pupils are well prepared for the future.

Quality of provision

Teaching and learning

Grade: 2

Teachers and their assistants know the pupils well. They use assessment effectively to challenge pupils and to ensure that they make good progress. Teachers are consistent in stimulating the pupils' self-confidence, interest and enjoyment in learning. This is seen across the school in all classes. Role-play activities and skilful questioning are used successfully to develop the pupils' speaking and listening skills. Currently, for example, pupils are developing their writing skills with increased effectiveness. This is because well-chosen topics such as 'Aliens' are capturing their imagination and initiating an enthusiasm for writing. Occasionally pupils with weaker

reading skills don't have enough specific guidance, for example, in understanding technical terms and written instructions for group tasks. Teachers adopt effective practical and investigative approaches in science and ICT and during art and craft activities. As a result, pupils participate fully and learn well in these subjects.

Curriculum and other activities

Grade: 2

The curriculum meets pupils' differing needs and has a good focus on literacy and numeracy. There is good enrichment from well-attended clubs, visits and school and community events. There is a well-equipped ICT suite and good fixed outdoor play facilities. The SLC is well resourced and includes an exciting multi-sensory area. All these activities and resources greatly enhance pupils' personal development, especially their enjoyment of learning. Financial restraints have limited some upgrading of smaller classroom equipment and the resources available in the secure outdoor areas for children in Reception. Consequently, children's independence in learning is restricted. Colourful displays of pupils' work promote the imaginative dimension of the curriculum. These illustrate how interesting topic work stimulates pupils' learning. This approach is raising pupils' skills, but has not been applied long enough to develop them to best effect.

Care, guidance and support

Grade: 2

Provision for safeguarding pupils' welfare is strong. All adults working in the school know and value the pupils as individuals and promote excellent links with parents. There are good links with outside organisations. Pupils receive good guidance in how to live healthy, happy lives. Consequently, pupils develop a confidence that helps ensure their well-being. The school encourages regular and prompt attendance very effectively and this has brought significant improvement. Attendance is now above average. Teachers track pupils' progress systematically and accurately. They use these records effectively to set appropriately challenging targets for future attainment, which promotes rising standards. Teachers explain clearly what pupils are expected to learn in lessons, but marking is not always sufficiently informative in showing pupils how to improve. The needs of pupils with learning difficulties and/or disabilities are monitored regularly. Good quality additional support is ensuring they make good progress. Pupils with complex difficulties receive good support in the SLC. The way these pupils are included into main school classes is an outstanding feature that ensures their all-round development.

Leadership and management

Grade: 2

The headteacher is playing an outstanding role in providing clear direction to the school. By encouraging teamwork, she has been the driving force in lifting pupils' academic and personal achievements. The headteacher receives good support from governors and colleagues. Governors play an effective part, with staff, in supporting and monitoring the school and promoting an outstanding partnership with parents. Procedures for tracking pupils' progress and setting challenging targets for improvement are effective. The information gathered is accurate and used well to ensure good self-evaluation. Consequently, there has been good and continued improvement, particularly in pupils' achievements and attendance, since the last inspection. A strengthened, more relevant and interesting curriculum and a newly established senior

management team are already helping to quicken the pace of pupils' learning. Even though these improvements have not been implemented long enough to develop all pupils' skills to the full, they show a school that is well placed to improve into the future.

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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	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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

- 20 September 2007 Dear Children Inspection of Westbury Infants' School, Westbury, Wiltshire BA13 3NY We really enjoyed our visit to your school. We would like to thank those of you who took the time to talk to us about the school, especially those of you who met with us. We agree with you and with almost all of your parents who feel that Westbury Infants is a good school. These are the main things we found.
- Most of you are making good progress in your work and reach the standards expected of children of your age by the time you leave the school. Many of you do even better in speaking and listening and science and when working with computers.
- You are friendly, well behaved and enthusiastic about your school and about your learning. You enjoy a good range of learning activities and try hard in lessons.
- You are respectful to the caring adults who look after you so well, helping you to understand and stay safe and enjoy healthy lifestyles.
- Your headteacher is a very good leader. She works very closely with all the staff and governors to make sure that you make good progress. Together they make sure that you make good progress. They are always looking for ways of making your school even better.
- You are taught well and those of you who find it very difficult to learn receive very close support. To help the school to improve, we have asked the headteacher and teachers to help some of you to improve your reading skills by helping you to understand what you read. We have also asked them to provide more outdoor equipment for those of you in the Reception classes so that when you go outside you can learn by choosing more activities for yourselves. You are already very cooperative with your teachers. If you continue to show the same enthusiasm for school and try to give of your best, you will help to make your school even better. Thank you once again, and best wishes for the future. Alex Baxter Lead Inspector

20 September 2007

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Alex Baxter
Lead Inspector