

# Westbury Church of England Junior School

## Inspection report

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<b>Unique Reference Number</b>	126369
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	340968
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	David Collard

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>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Chalker
<b>Headteacher</b>	Richard Hatt
<b>Date of previous school inspection</b>	10 February 2010
<b>School address</b>	Oldfield Park Westbury BA13 3LY
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent approximately half their time looking at learning. They observed 13 lessons or parts of lessons taught by 11 teachers. They observed the school's work, and looked at the school improvement plan and other relevant documentation, and talked to staff, pupils, a local authority representative and governors. They analysed 67 parental questionnaires as well as staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

whether the outcomes for pupils were at least satisfactory and whether there were any particular strengths in the progress of different subjects or groups of pupils

whether any weaknesses in teaching have caused pupils' progress to stall since the last inspection

how well the leaders have managed to overcome weaknesses and drive the school forward.

## Information about the school

This above-average sized school takes pupils from its immediate area. The proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion of pupils with a statement of educational needs. Almost all pupils come from a White British background. There is a specialist learning centre within the school which caters for pupils with complex learning difficulties. This centre also has pupils who come from a range of other schools and spend about half their time within the mainstream classes. The school is in the early stages of planning a new building which will, in due course, include a number of extended services. The school has achieved Healthy Schools status and an Eco award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

The school provides a satisfactory quality of education and pupils make the expected rates of progress. In 2009, and from below average starting points, pupils' results were the highest the school has recorded for those achieving the expected Level 4 in both English and mathematics. This attainment was broadly in line with the national average although the proportion of pupils achieving the higher Level 5, particularly in mathematics, is still below average.

Pupils enjoy school which is demonstrated by their good behaviour. The pupils' questionnaires are highly complimentary. Almost all say they feel safe and secure and that poor behaviour, when it does happen, is dealt with quickly and effectively. In discussion, Year 6 pupils said behaviour has 'drastically improved since they were in Year 3 and is never a real problem in lessons'. Pupils supported in the specialist learning centre are integrated well with other classes.

Teaching is always at least satisfactory, often good and on some occasions outstanding. The joint planning formats are comprehensive and work well. This makes links to what will be learnt and how this will be achieved. Delivery of the planning, along with the level of challenge and pace in lessons, is what differentiates the satisfactory from the good teaching. The satisfactory curriculum has all the required elements and themes. Topics, visits and visitors enhance this further. Links between subjects are being developed but do not always allow pupils to really think for themselves. Recently, stronger analysis of assessment is providing good information to identify those who are underachieving and is used as a strong tool to make individual teachers responsible for the progress of their class. This monitoring has rightly identified that assessment is not yet consistently used by all teachers to enable every pupil to make the progress of which they are capable.

The headteacher, along with the good support of the senior team, is providing a satisfactory steer to school improvement. Self-evaluation is realistic. This provides a good starting point for the substantial school improvement plan which is centred on the things which will make the most difference to the pupils. Nevertheless, some improvements have been more successful than others. There has been a general upward trend, most strikingly in English and science. The new setting arrangements in mathematics are beginning to have a positive effect; a good proportion of pupils are now making at least the expected levels of progress with approximately one fifth doing better. However, for the pupils capable of attaining higher levels, there is insufficient challenge in some of the work they are given and particularly in using and applying the knowledge that they have previously gained across a range of different subjects.

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The governing body provides satisfactory support through information that is cascaded well through the committee system. Nevertheless, this is reliant on information provided by the headteacher and a few governors. This results in the governing body providing an adequate level of challenge which fulfils their statutory responsibilities well, particularly for safeguarding. However, they do not have sufficient influence on the overall strategic decision-making process. Despite this, the improvements made so far, improved results in national tests and more consistency in the progress of pupils, the school is demonstrating a satisfactory capacity to move forward.

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

- By July 2011, ensure 86% of pupils leave Year 6 with attainment in English and mathematics that is at the expected level for their age and at least 30% leave with higher attainment. To achieve this:
  - provide consistently challenging work that develops each subject's specific skills and also provides pupils with the opportunity to use these skills across a wide variety of other subjects
  - make the best use of practical and independent work to help raise the progress of all pupils and especially those who are capable of achieving higher levels
  - raise the level of the satisfactory teaching to that of the best.
- Use the wide range of assessment data more effectively to:
  - quickly identify any pupils or groups of pupils who are underachieving and so provide them with the right type of support
  - use previously acquired assessment information to plan individual lessons that are challenging for everybody.

**Outcomes for individuals and groups of pupils****3**

Pupils have good attitudes to school. They achieve satisfactorily in their studies and enjoy what is on offer. In the main, they have good aspirations about doing well after leaving school. Pupils, including those from the specialist learning centre willingly take on responsibilities when they are offered. Older pupils are proud when they become prefects, making sure their badges are conspicuously displayed. They know what constitutes a healthy lifestyle and can talk avidly about what should be included in their lunches, including being realistic about any special treats. Active sports participation means that the school has won a number of local challenges. Equally, pupils remarked very maturely and with understanding about how safety around the school has been improved. For example, all pupils know that if they notice visitors they do not recognise, then they need to inform an adult. They also take an interest in the world around them and have worked hard to achieve their Eco status.

Academically, all pupils, including those with special educational needs and/or disabilities, are making satisfactory progress. They are doing better in English and science than they are in mathematics. In one class, some pupils still have to use cues to

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add up, while in another the teacher had rightly decided that some aspects in the understanding of division were missing from earlier years. In contrast, the pupils' range of vocabulary is good. In a lesson about using time connectives, some pupils were able to devise good phrases and clauses that enhanced the story. When it came to writing this down, the use of grammar conventions was good. This is something the teachers have been actively working on improving. The best levels of progress are seen in the present Year 5 where extremely challenging targets have been set for them by the end of Year 6. A good proportion of these pupils are not far short of achieving them even before they enter their last year at the school. Progress in information and communication technology is good although these and other basic skills are not being transferred well enough across all subjects. Consequently, pupils are not always consolidating their independent learning and so becoming more confident in using the skills they have. These are the reasons why they are only satisfactorily prepared for their future lives.

Personal independence is good. Pupils initiate charity fundraising, such as for those affected by the recent earthquake, and help others in need. They have a suitable understanding of other faiths and cultures. Recent connections with schools both nationally and abroad are providing a good start at a better understanding of different social and cultural circumstances.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>
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### How effective is the provision?

Personal care, guidance and support are good. All pupils are known well to the staff and are fully supported by the strong welfare systems in place. This is particularly the case for those in the specialist learning centre where the many complex needs are handled sensitively. When ongoing assessment is used at its best, well-chosen activities are explained with enthusiasm by the teacher, and the pupils are consistently involved in a real buzz of excitement. At such times, all pupils concentrate well and progress is high. Teaching assistants satisfactorily support groups and particularly those with special educational needs and/or disabilities. Many individual lessons are good. Pupils are managed well, and a range of different resources are used effectively. Over the longer term, gaps in previous understanding are having to be addressed. Consequently on occasions, teachers teach for too long without letting the pupils become involved in anything other than answering questions. This is one contributory reason for pupils not making high levels of progress in mathematics since the work set does not allow pupils time to solve real problems. A second contributory factor, already being improved by the school, is the replanning of the curriculum. While it is broad and balanced, links between subjects are not always strong enough to enable pupils to understand the relevance of what they are doing. An example of it working well was in design and technology when pupils made fairground rides. Because pupils were given more independence and left more to their own devices, the quality of work was very good. This contrasts with some other work where obvious connections are missed in using the much improved mental capabilities of the pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

The headteacher's determination, drive and ambition to improve the life chances of the pupils are fully supported by the staff, parents and carers. Many comments reflect how the school has become a calm learning environment and that there is a palpable difference in the quality of the work produced by pupils. Issues from the last inspection regarding sharpening assessment, improving handwriting and opportunities for pupils to write at length have been addressed. While leaders show a commitment to drive the

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school forward, nevertheless some attainment still needs improving, particularly in mathematics; the pupils capable of achieving higher levels need more challenge. These issues have been identified by the school and are being given priority. Good use of new initiatives, monitoring of teaching, better use of assessment and links to teachers' performance management are helping but the impact from these has not yet been fully realised. For pupils with special educational needs and/or disabilities, and for those who are vulnerable, good support is provided through joint working with outside agencies. This is also ensuring that there is equality of opportunity and no discrimination towards either pupils or their families. Safeguarding is rigorous. A recent comprehensive audit shows that all procedures and systems are now firmly in place. The school, with support from the governors, has undertaken a good audit of the provision for community cohesion. It has developed an action plan to strengthen pupils' understanding of their place in a national and global context but has yet to implement all suggested improvements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Views of parents and carers**

Parents and carers are highly supportive of the school and a significant majority of responses show that they are happy with their child's experience at school. Negative responses do not highlight any particular issues. Inspection evidence generally supports these views and particularly notes that the vast majority of pupils do enjoy school. Isolated incidences of poor behaviour are dealt with effectively by the school, a view supported by the pupils.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westbury Church of England Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	39	35	52	69	0	0	0
The school keeps my child safe	31	46	35	52	1	1	0	0
The school informs me about my child's progress	26	39	34	51	6	9	0	0
My child is making enough progress at this school	23	34	38	57	5	7	0	0
The teaching is good at this school	25	37	40	60	2	3	0	0
The school helps me to support my child's learning	23	34	41	61	3	4	0	0
The school helps my child to have a healthy lifestyle	16	24	47	70	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	34	41	61	2	3	0	0
The school meets my child's particular needs	23	34	41	61	3	4	0	0
The school deals effectively with unacceptable behaviour	20	30	41	61	3	4	2	3
The school takes account of my suggestions and concerns	23	34	37	55	2	3	1	1
The school is led and managed effectively	24	36	38	57	2	3	1	1
Overall, I am happy with my child's experience at this school	28	42	35	52	1	1	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 February 2010

Dear Pupils

Inspection of Westbury Church of England Junior School, Westbury BA13 3LY

Thank you for making us so welcome during our recent visit. We enjoyed meeting and talking to many of you and seeing what you have been up to in your lessons. We have said that you are receiving a satisfactory quality of education, although we have also highlighted some things which are going well. As I promised some of you, I have written the main points of our report below.

- You told us that you enjoyed school and that you felt that behaviour had improved. We agree. We think behaviour is good and that your attitudes towards school are good. We have also agreed that the school has improved since the last inspection.
- We have also said that you have a good understanding about how to stay healthy, fit and safe. We saw this in the way you told us about healthy eating, in the amount of time you spend of physical education and how you know what to do if you have any problems or concerns.
- You make satisfactory progress in your time at the school and we have suggested some ways in which you can make even better progress. This includes giving you work which really makes you think hard and, across a range of subjects, using all the skills that you learn in lessons. We particularly want you to do better in mathematics so have suggested some really challenging targets for you to achieve.
- Some of you told us about how you know what levels you have reached and we have asked that your teachers use this information to help them plan their lessons and to take steps in the near future to ensure all of you make the best possible progress.

Your headteacher, the staff and governors know how to make your school one of the best and are working hard to achieve this. You can help by always behaving very well, working hard and suggesting ways that you think the school can improve. Good luck for the future.

Yours sincerely

David Collard

Lead inspector

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