

# Westbury Leigh CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	126370
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	340969
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	Diane Wilkinson

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Grant Willis
<b>Headteacher</b>	Mary Murray
<b>Date of previous school inspection</b>	26 June 2007
<b>School address</b>	Sandalwood Road Westbury BA13 3UR
<b>Telephone number</b>	01373 822230
<b>Fax number</b>	01373 822230
<b>Email address</b>	admin@westburyleigh.wilts.sch.uk

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Royal Exchange Buildings  
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, observing 15 teachers. They also observed pupils with special educational needs and/or disabilities working individually or in a group, with a teacher or learning assistant. Inspectors held meetings with governors, staff and pupils, and a small number of parents and carers were also spoken to. They observed the school's work, and looked at analyses of pupils' progress, development planning and monitoring, local authority reports, monitoring of teaching records, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 111 parents and carers, 100 pupils and six staff.

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

- the progress of vulnerable pupils, including those with special educational needs and/or disabilities and the higher attaining pupils
- how well provision is being adapted to address weaker aspects of pupils' attainment, especially in mathematics
- the contribution made by middle managers and governors in helping to drive forward improvement

## Information about the school

Westbury Leigh is a large primary school with two classes in each year group. The proportion of pupils with special educational needs and/or disabilities is slightly above average. These include pupils with autism, specific and moderate learning difficulties and behavioural, emotional and social needs. A very large majority of pupils are of White British heritage and very few are at the early stages of learning English. A few pupils come from traveller families. The school holds a number of awards for learning in the basic skills, including information and communication technology, healthy living, international awareness and financial management. The privately run Cygnets pre-school shares the school site. This setting was not inspected. The school is in an area of new building, and as a result, the number of pupils joining the school at various times is above average.

**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

Westbury Leigh provides a satisfactory standard of education. The quality of pastoral care is excellent, in part due to the high quality safeguarding procedures that keep pupils safe and free from harm at all times. Pupils very much enjoy coming to school; they behave well, and relationships throughout the school community are very good. Pupils themselves have a high regard for their own safety and that of others in the school. Their knowledge of factors concerning physical and emotional health is excellent. Pupils are very friendly, outgoing, courteous and considerate. These strengths make the school a very safe, happy and harmonious place to be. Aspects that are fully recognised by pupils and their parents. As one parent wrote, 'The ethos of the school is excellent.' Academic support and guidance is good, especially for vulnerable pupils and those who have a specific learning need. Special programmes for these pupils help them to do well so those with learning or language needs make good progress. This has raised the number of pupils attaining the levels expected for their age. Progress for other pupils, although improved over the past two years, is satisfactory and attainment in English, mathematics and science is in line with national averages. Pupils do well in information and communication technology (ICT), where their attainment is above that expected for their age.

Relationships between staff and pupils are very good. Consequently, pupils want to please their teachers, behave well in lessons and generally work hard. However, this is not always capitalised on well enough. Teaching has improved well over the past year, with the majority of lessons seen during the inspection being good or better. However, only a small minority of teachers use pupils' positive attitudes to inspire them to do their very best, especially by moving them on to more challenging tasks when they have completed their work. Teachers do not always show pupils how they can improve when marking their work. Although different tasks are provided for pupils of varying ability, on occasions these limit the progress more able pupils could make. During the past year, the curriculum has been adapted well to target weaker aspects of pupils' attainment, although more could be done to closely match it to the needs of different groups, such as the more able pupils.

The school has forged beneficial partnerships with parents and carers and also other schools and agencies, which support pupils' education and welfare well. The partnership with a Birmingham school has been especially effective in promoting pupils' knowledge of people from different backgrounds. Governors' support and strategic direction are good. Accurate self-evaluation and sound development planning has helped leaders and managers at all levels to successfully address important weaknesses in writing, mathematics and science. Attainment in mathematics has improved especially well this

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year. Provision for Reception children has improved well, supporting the good progress they make. However, although the progress of pupils with specific needs is now good, less has been done to enhance the progress of other groups. The more able pupils are now a key target group to help raise attainment further, with action planning already in place. This, together with the school's track record over the past two years, gives confidence that it is securely placed to improve further.

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

- In order to raise attainment and progress the school should ensure that lessons consistently:
  - provide rigour and pace in learning, especially by enabling those pupils who learn quickly to go straight on to their tasks without waiting for further instructions
  - set more open-ended tasks for the more able pupils so that their achievement is not restricted
  - make better use of targets by helping pupils to recognise that their achievements need not be limited to the learning objectives set in a lesson
  - mark pupils' work to indicate how it could be improved.
- Improve curriculum planning through:
  - explicitly identifying activities that challenge and inspire more able pupils
  - adapting medium-term planning to closely match the stage at which individual classes and groups are working.

## Outcomes for individuals and groups of pupils

**3**

The school's tracking data confirms that pupils make satisfactory progress. Children enter Reception with skills broadly at the level expected and their good progress results in slightly above average attainment by Year 1. In other year groups, attainment is average

Reception children now write well in sentences, which provides a good platform for future learning; pupils use 'wow' words to write more effectively and their attainment is improving. Attainment is also improving in reading due to the impact of programmes such as 'Reading Recovery'. Great strides have been made in mathematics attainment this year, where previously too few pupils attained the expected or higher levels for their age in national tests. Year 6 pupils confidently use different mathematical calculations to solve a range of problems. For example, pupils accurately adapted a recipe for 10 cakes to one for 27 cakes and even larger quantities. An above-average proportion of pupils now reach the expected levels in mathematics. The school recognises that more pupils should reach the higher levels,. Pupils enjoy being 'Star Scientists', and are becoming much more confident at learning through investigations. For example, to discover which gases are inside a bubble. Pupils use their well-developed ICT skills effectively, such as

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in weather forecasting or processing data about pulse rates.

Pupils' good personal development is evident in their thoughtful reflection in assemblies and the responsible way they approach their duties as monitors. For example, by helping to look after next year's Reception children during their visit or as effective play leaders at lunch times. Features contributing to healthy and safe lifestyles permeate activities. As a result, pupils easily recognise when it is safe to do something and that, for example, the potatoes the Reception children grew help to make their lunch healthy. Pupils are satisfactorily prepared for the future through their secure development of important skills which they can apply in 'real life' situations. Although the school monitors and promotes attendance well, the level is around the national average.

*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	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Inspection evidence shows that a number of the weaknesses that limited pupils' progress in the past have been successfully addressed. Teaching and learning have improved well in the last few months. Although activities are not always sufficiently challenging for the more able pupils, the curriculum generally makes learning fun and

<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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interests and engages pupils. Effective behaviour management ensures lessons proceed smoothly, but not all teachers capitalise enough on this to inject rigour and pace into learning. New skills are carefully explained, especially through using the interactive whiteboard, and using collaborative tasks to help pupils sound out their ideas. Teaching assistants effectively support group tasks, but sometimes sit listening rather than supporting pupils during whole-class sessions. Staff effectively help pupils assess their own or each other's work during lessons, but their marking of work does not identify what pupils need to do next. Target setting, introduced last year is beginning to enhance progress, but is not always used to encourage pupils to do their very best.

Good intervention programmes help vulnerable pupils catch up on learning. Skills development is promoted well in this planning, with opportunities to use these in investigative or problem-solving work. The range of visits, visitors and after-school clubs helps to enrich pupils' experiences. New programmes for mathematics and science are improving progress, although their full effect is not yet evident.

The school's commitment to pupils' personal and emotional needs significantly supports their learning, engaging their commitment to school and willingness to learn. The school is rigorous in obtaining support for those pupils who have specific needs so that they do well. Staff have begun to address the needs of those pupils who have a particular gift or talent more effectively, largely through enrichment programmes.

*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 has successfully created a cohesive staff team which works well together in the best interests of pupils. Self-evaluation accurately identifies specific weaknesses in provision and progress, and, where priority areas are targeted, these are successfully addressed. For example, the intervention work to boost the achievement of lower attainers has been very effective. In these areas, the work of the subject leaders and special educational needs co-ordinator has supported improvement well. However, until recently, less attention was given to enhancing the achievement of more able pupils, which has limited the rise in progress and attainment. This is the main reason why pupils' equality of opportunity is only satisfactory, although the school has been rigorous in ensuring that vulnerable pupils are fully included in all that the school has to offer. The school is starting to address remaining weaknesses and its past successes indicate further improvement is likely.

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The well-organised governors are effectively involved in monitoring and development work. They provide especially good expertise in important areas such as financial management and health and safety. This makes a major contribution to the excellent safeguarding arrangements and the effective allocation of resources to important priorities, such as ICT, which benefit pupils especially well. Very good links with a range of agencies, including those for Traveller families, support vulnerable pupils especially well. Links with other schools and settings enhance the induction and transfer arrangements, and activities such as art, drama, music and sport. The partnerships with schools in Birmingham and Nigeria have strengthened community cohesion. However, the school has found it more difficult to forge partnerships in the local community, which is continually growing and changing. Parents are well informed, especially through the school's very good website, and their views are regularly sought and acted upon.

*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>2</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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### **Early Years Foundation Stage**

Provision has improved well, especially over the past year. A supportive and stimulating environment has been developed both indoors and out, which invites children to participate in a wide range of activities and to find out things for themselves. Children were enthralled when the caterpillars they had looked after became butterflies and were set free. Good deployment of staff means children work closely under supervision when acquiring important skills, and are then encouraged to apply these in a wealth of activities that support their learning well. For example, children learnt to observe similarities and differences in a role-play game, with dinosaur puppets asking each other, 'Have you got horns like me?', and responding, 'No, but I've got spikes which you



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haven't and I've got a tail like you.'

Staff are very skilled at letting children take the lead in their learning, rarely telling them the answer to a question and, through sensitive prompting, helping children discover it for themselves. Children quickly become confident and independent, recognising that they are responsible for their learning and can do really well if they try hard. Children's health and safety awareness is promoted especially well so they know how to work and play safely and which food is best for them. Children achieve well in all areas of learning, and the work undertaken this year to improve boys' writing has been especially successful. The well-established procedures for observing and assessing children's progress helps to build up an accurate picture and allows staff to promote further progress well. As a result, in Reception, the more able children do well. The induction arrangements, enhanced by the good links with parents and the pre-school on site, are very good. The Reception staff team supports the coordinator well and the provision is well led and managed, giving it a good capacity to improve further.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The very large majority of parents and carers appreciate all the school does for their children. They signalled that children enjoy school, that they are kept very safe and are helped to adopt a healthy lifestyle. They think that teaching is good, that the school deals well with unacceptable behaviour and that leadership and management are good. Parents and carers are pleased with the way that the school responds to their concerns, but a very small minority do not feel that they are informed well enough about their children's progress. Inspectors largely agree with their positive views although leaders and managers still have to improve some areas in order for pupils' academic outcomes to be as good as their personal ones. Inspectors found that there is a good range of ways in which parents and carers can find out about their children's progress.

Where parents and carers made comments, several praised the teachers and the way their children were supported, although others commented that progress is slow and there is a lack of challenge on some occasions in lessons.

In the majority of the lessons that inspectors saw, teaching was good, although there is evidence that it had not been as good in the past and there are still occasions when work could be more challenging for some pupils. There is no significant pattern to the

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other comments made.

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

Ofsted invited all the registered parents and carers of pupils registered at Westbury Leigh Church of England Primary 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 111 completed questionnaires by the end of the on-site inspection. In total, there are 397 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	81	26	29	0	0	0	0
The school keeps my child safe	68	75	32	35	0	0	0	0
The school informs me about my child's progress	47	52	42	47	7	8	0	0
My child is making enough progress at this school	49	54	44	49	3	3	1	1
The teaching is good at this school	59	66	36	40	2	2	0	0
The school helps me to support my child's learning	43	48	48	53	5	5	1	1
The school helps my child to have a healthy lifestyle	57	63	39	43	0	0	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)	52	58	41	46	4	4	0	0
The school meets my child's particular needs	43	48	48	53	5	5	0	0
The school deals effectively with unacceptable behaviour	45	50	49	54	2	2	0	0
The school takes account of my suggestions and concerns	38	42	51	57	1	1	1	1
The school is led and managed effectively	58	64	38	42	3	3	0	0
Overall, I am happy with my child's experience at this school	65	72	31	34	2	2	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



9 July 2010

Dear Pupils

Inspection of Westbury Leigh Church of England Primary School, Westbury BA13 3UR

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their time to meet with the inspectors. We think your school is satisfactory, but it is improving and we agree with you that some things are good already.

Here are the most important things we found out about the school.

- The way that staff and governors look after your safety is outstanding and they take very good care of you.
- Those of you who find learning difficult get lots of good support and make good progress.
- You are especially good at knowing how to keep safe and healthy, are friendly and helpful, behave well, look out for others and get on well together.
- Staff and governors work well with your parents and other schools and organisations to support you and help you to learn.
- The links you have with schools in Birmingham and Nigeria help you gain a good understanding of how different groups of people live.
- Staff and governors are working hard to help your school improve even further and know what they have to do.

This year, the curriculum and teaching have improved, you are working hard and more of you are reaching the levels you should ? a lot more of you in mathematics. However, we think more of you could reach the higher levels as well so we have asked the staff to introduce better ways to help you do this. You can help by always trying your best, especially when you quickly reach your target and could start working on the next one.

Good luck for the future.

Yours sincerely

D Wilkinson

Lead inspector

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