

Westbury Church of England Junior School

Oldfield Park, Westbury, BA13 3LY

Inspection dates 10–11 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There is not enough good or better teaching for all pupils to make good year-on-year progress.
- The pace of learning in mathematics, although improving, is not raising standards fast enough.
- Pupils are not always active enough in lessons and sometimes spend too long listening to their teachers.
- Work is sometimes too easy for pupils.
- Pupils are not always clear about what they need to do to improve their work.
- Some of the new systems the leadership team has introduced have not been working long enough to make a significant difference to pupils' learning and progress.
- The governing body has not asked searching enough questions of leaders about the school's performance.
- The gap between the performance of pupils supported by the pupil premium and their peers is too variable.

The school has the following strengths

- Actions taken to raise standards in English are resulting in better achievement in reading and writing.
- The proportion of good and better teaching is increasing because teachers are focusing on how pupils learn and their next steps in learning.
- The school has a highly positive, calm atmosphere with well-developed links to the local community.
- Pupils say they feel safe in school and incidents of bullying are rare. They behave well and believe that they are treated fairly.
- The school has a proven track record helping disabled pupils and those with special educational needs to make the best of their education.
- Pupils in the Resource Base for complex needs are well supported and make good progress.

Information about this inspection

- Inspectors observed teaching and learning in 18 lessons involving 12 teachers.
- Inspectors held discussions with school leaders, staff, representatives of the governing body and a representative of the local authority.
- Inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils read and spoke with others about behaviour and safety arrangements at the school.
- Inspectors took account of the 20 responses to the online questionnaire (Parent View) and the views expressed by parents and carers who spoke with inspectors at the start of the school day.

Inspection team

Michael Bartleman, Lead inspector

Additional inspector

Claire Plumb

Additional inspector

Full report

Information about this school

- This is an average-sized junior school.
- The majority of pupils come from a White British background.
- The proportion of pupils who start at the school speaking English as an additional language is well below average.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils eligible for the pupil premium (additional government funding in this school for pupils who are known to be eligible for free school meals or in local authority care) is above average.
- The school has a specially resourced provision for 12 pupils with complex needs known as the Resource Base.
- There is no off-site alternative provision for pupils.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure all teaching is consistently good or better by:
 - sharing more widely the good or better practice that is already present in the school
 - teachers always setting work at the right level of difficulty for different groups of pupils
 - making sure pupils do not spend too long listening to teachers
 - giving pupils more opportunities to work independently of adult support
 - ensuring the marking policy is consistently applied so all pupils understand how to improve, and have time to respond to teachers' comments.
- Improve all pupils' progress and attainment in mathematics by:
 - consolidating pupils' basic and mental mathematical skills so they can attempt calculations with confidence
 - making sure that teachers plan activities that always stretch pupils to learn at a swifter pace
 - providing additional opportunities to use mathematics and problem solving in other subjects.
- Increase the effectiveness of leaders and managers by:
 - consolidating the strategies which underpin the current drive to accelerate pupils' progress, including pupils supported through pupil premium funding
 - developing the role of the governing body in holding leaders to account for the quality of teaching and pupils' progress.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement in mathematics is not improving fast enough and requires improvement. Many pupils lack confidence with basic mental and written calculations.
- Pupils' skills when they join the school are below average. Until recently there has been a wide variation in rates of progress of all pupils in English and mathematics which has resulted in low attainment by Year 6.
- Recently progress in English has improved considerably. This is because the school is now closely tracking pupils' progress and has a clear awareness of exactly where each pupil is in their learning.
- Accelerated progress in Year 6 last year enabled attainment to be at expected levels in English. However, there are still pockets of underachievement, particularly in Year 4 and Year 5 and in mathematics with pupils not being moved on fast enough.
- Pupils' progress in writing is accelerating due to improved teaching, a faster pace of learning and good opportunities to write at length in a range of subjects. The 'WOW' sessions (Write on Westbury) are well structured and supported so that all pupils can achieve well.
- Disabled pupils and those with special educational needs make good progress in reading, writing and mathematics and achieve better than their peers nationally. Teaching assistants are well deployed to give these pupils the help they need.
- Pupils in the Resource Base make good progress from their starting points because they receive help that is suited to their needs. They make good progress in their personal development and this assists them joining in with other pupils when they join mainstream classes daily.
- Pupil premium funding is used to provide the Every Childs Counts programme and additional teaching assistants. Pupils who are eligible for support are currently making similar progress to their peers and reaching similar standards. The gap in average points score (APS) between these pupils and other pupils is closing. However, last year the gap between the attainment of these pupils and others in the school decreased in mathematics but increased in English despite higher standards being attained.
- Most pupils enjoy reading and achieve well. By the end Year 6, their attainment in reading is broadly average.
- The vast majority of parents and carers who responded to Parent View or who were spoken to during the inspection believed that their children make good progress. Inspection evidence indicates that progress requires improvement.

The quality of teaching

requires improvement

- Inconsistent teaching over time is the reason why pupils make expected rather than good progress. Teaching requires improvement because expectations have not been high enough and in some lessons teachers talk for too long leaving insufficient time for pupils to get on with their own work. Sometimes the work is too easy so that learning slows.
- The teaching of mathematics is weaker than in English. This has been identified by the school leaders so there is now a greater focus on basic skills and in raising the profile of mathematics through 'MINT' (maths is number 1 today) afternoons, displays and competitions.
- At present, there are not enough opportunities for pupils to develop and practise their mental or written calculation skills or to apply them, such as through solving problems in other subjects.
- An increasing number of lessons are good or outstanding, although not all teachers have had the opportunity to learn from the examples of very best practice in the school.
- In the good or outstanding lessons, teachers plan tasks that rapidly build on what the pupils are already able to do. All groups of pupils are fully engaged throughout and make rapid progress. Teachers use questioning well to find out what they know and use a wide range of lively and imaginative activities that capture pupils' interests and enable them to make good progress.

- Teachers' expectations of pupils' behaviour are high. Pupils respond well to the school's reward systems. Positive relationships between staff and pupils are a marked feature of the school.
- In a small number of lessons, teachers tend to exercise too much control and do not provide enough opportunities for pupils to develop their independence or explore their own ideas.
- Although marking is encouraging, particularly in writing, it is inconsistent across the school and does not provide guidance that is precise enough to help all pupils improve their work. Often pupils do not have sufficient time to act on teachers' advice.
- Passports in English and mathematics help pupils to check for themselves how well they are doing and to know their next steps in learning. However, these are not used consistently throughout the school.
- Reading is taught well. Teachers provide interesting opportunities for pupils to read, both for enjoyment and to find information to support their topic work. The sharing of a 'class book' and use of a library help to develop a reading culture across the schools and encourage an excitement in learning.
- Teachers work closely with teaching assistants who provide valuable support both in and out of the classroom. Pupils in the Resource Base, disabled pupils and those who have special educational needs receive good quality support which is well managed by the special educational needs coordinator.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and have positive attitudes to learning. They are polite and well mannered. At times their conduct is outstanding around school.
- Behaviour and safety are not yet outstanding because attendance, although improving, is only broadly average. The improving picture reflects the effective work of the parent support adviser.
- Pupils' respect for adults and each other, and their clear understanding of how they are expected to behave, are strong features of lessons that enable most to proceed without disruption. Pupils say they like the rewards they get for good work and behaviour.
- The school promotes a calm and positive learning environment. School records confirm that pupils' behaviour is good on a daily basis and is improving over time.
- Pupils enjoy their homework assignments and extended research topics and are keen to share with the teacher what they have discovered.
- The school is very inclusive. Any discrimination is tackled with vigour and the promotion of equality of opportunity is good.
- The school has close working relationships with a number of outside agencies to support pupils and their families whose circumstances make them potentially vulnerable.
- Parents and carers said their children are safe and well cared for. This view is reflected in the confidence expressed by pupils that they are safe at school and that any bullying is dealt with effectively. Pupils have a good knowledge of all forms of bullying, for example cyber-bullying, and have great trust in the headteacher to solve any difficulties that arise.
- Pupils are helped to develop a range of strategies so they are able to manage everyday risks for themselves, such as those associated with the internet, drugs and roads.

The leadership and management require improvement

- Work to bring about improvements in pupils' achievement is being consolidated and embedded by the leadership team, who are having an increased effect across the school. However, they recognise and are addressing the fact that they have not yet been as successful in raising standards in mathematics as they have been in English.
- The governing body is only just beginning to ask searching questions about why standards are not improving rapidly and monitoring the work of the school rigorously.
- The school is improving because the headteacher and leadership team have raised expectations

and inspired staff to make a real difference to the standards pupils reach. Staff morale is high and there is a common sense of purpose.

- Improved systems now allow leaders to check rigorously the progress pupils are making with an increased emphasis on the progress made by pupils supported through the pupil premium. Teachers are increasingly being held to account for pupils' progress.
- Regular lesson observations followed by detailed feedback to teachers and a successful programme of professional development have ensured that teaching is improving.
- The headteacher manages the performance of teachers effectively, with clear links between the salary that teachers receive and pupils' progress. Teachers are set precise targets linked to pupils' progress, thus promoting good or better teaching.
- The school's checks on how well it is doing are thorough, detailed and provide a realistic appraisal of where further improvements are needed. The school improvement plan is focused clearly on gaining consistency in English and mathematics and sustaining good progress throughout the school.
- The leadership team has focused successfully on improving literacy. With additional expertise and assistance from the local authority, pupils' performance in reading and writing has improved considerably, as evident in the 2012 national test results.
- The range of subjects and topics contributes strongly to pupils' spiritual, moral, social and cultural development. Lessons are enriched well through a wide range of after-school activities and by opportunities to take part in school productions. Visits, including residential visits and visitors to the school as well as opportunities to develop sporting, music and artistic skills add further enhancement.
- The local authority has provided good support through the Wiltshire Improving School Provision which has resulted in improvements last year, particularly in the analysis of how well pupils are doing. The school works effectively with a range of schools in the local area, which provides opportunities for the moderation of work and for professional development.

■ **The governance of the school:**

- The governing body is beginning to monitor the work of the school more effectively. Governors increasingly understand the school's performance information and how the school has improved, although their knowledge of how the school's data compare with other schools nationally is weak. The chair of the steering group is an active member of the leadership team and is able to ask about changes that will have an impact on pupils' learning. Governors are regularly kept informed about how teaching is improving although their monitoring and challenge are less well developed. They have made good decisions on the rewards that teachers receive, the effective allocation of the school's finances and the newly organised support using the pupil premium, although they are yet to scrutinise the data in detail. The governing body carries out its statutory duties effectively, ensuring, for example, that procedures for safeguarding pupils are well managed, regularly reviewed and fully meet the regulatory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126369
Local authority	Wiltshire
Inspection number	402394

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Brian Osborne
Headteacher	Richard Hatt
Date of previous school inspection	9–10 February 2010
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