



Westbury Church of England Junior School

Inspection Report

Unique Reference Number 126369
Local Authority Wiltshire
Inspection number 295442
Inspection dates 29–30 January 2007
Reporting inspector David Townsend HMI

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

Type of school	Primary	School address	Oldfield Park
School category	Voluntary controlled		Westbury
Age range of pupils	7–11		BA13 3LY
Gender of pupils	Mixed	Telephone number	01373 822695
Number on roll (school)	273	Fax number	01373 822695
Appropriate authority	The governing body	Chair	Charles Finbow
		Headteacher	Richard Hatt
Date of previous school inspection	24 January 2006		

Age group 7–11	Inspection dates 29–30 January 2007	Inspection number 295442
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors, accompanied by an Additional Inspector.

Description of the school

Westbury is an above average sized junior school. When pupils enter the school their attainment is below the national average. The majority of pupils are from a White British background. The proportion of pupils with learning difficulties is above the national average. A very small number of pupils come from minority ethnic groups.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with Section 13 (5) of the Education Act 2005, HMCI is of the opinion that this school no longer requires significant improvement.

This is a satisfactory and improving school. Parents' views of the school are very positive and one commented that it offers a 'friendly and caring environment' and inspectors agree. Relationships are strong and behaviour is good. Pupils are polite, have positive attitudes to learning and enjoy school. The headteacher has united his team of staff, who work well together in their drive to raise pupils' achievement. He has also established good partnerships with parents, pupils and governors, who share his vision of a school where all pupils and adults are valued and success is celebrated. Parents overwhelmingly approve of the school's work in educating their children.

Standards across the school are below expectations. However, pupils' achievement is now satisfactory, an improvement since the last inspection. This is because the school carefully tracks pupils' progress and has improved the teaching in English, mathematics and science. Pupils with learning difficulties and disabilities make progress equal to that of their peers. However, weaknesses in assessing pupils' progress mean that targets and work set for learners do not match their specific needs precisely enough and this impedes them from making faster progress in catching up lost ground.

Teaching is satisfactory with good features. The curriculum is satisfactory and offers pupils enjoyable learning opportunities within and beyond the school day. Teachers and teaching assistants plan well in teams to provide interesting activities and afford pupils the opportunity to discuss and reflect on their learning together. Pupils also do not get enough opportunities to write at length. Handwriting and presentation are not taught consistently and as a consequence, standards in this aspect of pupils' work are poor. The care, guidance and support for pupils are satisfactory. The leadership team uses a wide variety of information to develop a clear understanding of the school's strengths and areas for development, which it knows well. A range of strategies have been deployed to counter weaknesses in provision and consequently, pupils' achievement has improved. However, these initiatives are not yet fully based on accurate assessments of pupils' day-to-day learning needs. The school has worked consistently to address the issues identified at the last inspection and has a satisfactory capacity to improve further.

What the school should do to improve further

- Sharpen assessment so that teaching consistently addresses the gaps in pupils' skills and knowledge.
- Improve standards in handwriting and presentation.
- Ensure that pupils are given further opportunities to write at length.

Achievement and standards

Grade: 3

Achievement, which was inadequate at the time of the last inspection, is now satisfactory and improving. This is due to improvements in the teaching of English, mathematics and science. Pupils' progress is closely monitored and the information gained is used to provide support for those at risk of falling behind. Consequently, all pupils are growing in self-confidence as learners and they behave and concentrate well in lessons. Pupils with learning difficulties and disabilities also make satisfactory progress. However, the school acknowledges that there are too many pupils on the school's register and that there is insufficient clarity about procedures and support for lower attaining pupils.

Standards across the school remain below expectations. The school recognises this and has set itself challenging goals aimed at increasing the rate of pupils' progress. Each pupil now has targets in reading, writing and mathematics, but these are not built clearly enough upon a close analysis of the knowledge and skills pupils have yet to acquire.

Personal development and well-being

Grade: 2

The personal development of pupils is good. Pupils enjoy their education and say that they love their school and would recommend it to others. Year 6 pupils are looking forward to their camping trip and all pupils clearly appreciate the range of trips and visits. Pupils' attitudes and behaviour are good and they relate well with each other and adults. They are eager to talk about their school and have positive attitudes to learning. Attendance, which has improved since the last inspection, is above average.

Pupils feel safe at school because issues like bullying are dealt with effectively. They display a good sense of their own and others' safety in class and around school. The school council and prefects make an important contribution to school life and they have played a useful role in planning for a skateboard park in the local community. Spiritual, social and cultural development is satisfactory. Pupils show growing moral awareness in their support for charities and environmental issues. The 'Green Team' is particularly active and displays show how aware pupils are of the need to conserve water.

Most pupils take part in a range of extra-curricular activities and understand why sport and exercise are important. Pupils have a clear understanding of what is meant by a healthy lifestyle. For example, they are aware of the importance of eating a balanced diet but their lunch boxes do not always reflect this. Some pupils prefer crisps and chocolate despite the prefects' tuck shop provision of fruit. Pupils' basic skills have improved. They know how to work independently and in groups and by Year 6 pupils feel adequately prepared for the next stage of education.

Quality of provision

Teaching and learning

Grade: 3

Teaching presents an improving picture. Although remaining satisfactory since the last inspection, inspectors observed an encouraging proportion of good teaching. No unsatisfactory teaching was observed. The school has worked to good effect to bring about this improvement, and pupils are now making satisfactory progress as a result.

During the best lessons, teachers give lively presentations which motivate pupils and use a good range of questions to test pupils' understanding. There are good opportunities for pupils to discuss their work and opinions with each other and then to contribute to purposeful class discussion. In the lessons where pupils achieve the most, teachers ensure that pupils know exactly what to do, and how much time they have to do it. They then check regularly that pupils are on track.

Although planning is now geared to the needs of different ability groups, the school agrees that the assessment of gaps in pupils' learning is not yet secure enough to pinpoint exactly what pupils need to learn next. The best marking gives pupils an opportunity to consider improvements to their work, but effective advice of this kind is not consistently available to all pupils.

The school is aware that the teaching of handwriting is inconsistent and has resulted in standards which are too low. In some classes, pupils have insufficient opportunities to write at length. Teachers sometimes miss opportunities to give pupils a clear understanding of what is involved in crafting and refining a piece of writing, for example by drawing comparisons with a model piece.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school recognises that, in trying to teach all the nationally devised literacy and mathematics objectives to each year group, teachers are not always ensuring depth of understanding. Teachers are not yet consistently using their professional judgement in devising a curriculum for pupils that is more closely matched to the gaps identified in their reading, spelling and writing skills.

The school has worked hard to make the curriculum more enjoyable. The school's 'Numeracy Fun Days' have enabled parents to work on mathematical challenges alongside their children. Physical education is well emphasised; over 75 children represent the school at various sports fixtures at local or county level. Swimming provision is well aimed at ensuring that all pupils are able to swim 25 metres by the time they leave the school.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils are satisfactory. Pupils are learning in a caring environment where they are supported as individuals. Health and safety procedures and child protection arrangements are satisfactory. Parents have been encouraged to be actively involved in their child's learning and the life of the school. As a consequence, they are supportive of the school.

The management of behaviour and attendance is good. Pupils are well supervised around the school and during break and lunchtimes. All staff exercise care and attention to ensuring pupils feel safe and supported and any incidents which may occur are investigated promptly, although records of specific incidents are not kept in an easily accessible format. Planning for managing educational visits is good and ensures that all pupils can participate.

The school's links with outside agencies are used well for supporting pupils with learning difficulties and disabilities. Pupils say that teachers help them to learn by setting targets and by encouraging and rewarding effort. However, pupils are sometimes unsure about what the targets mean and thus how to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has united staff, pupils, parents and governors in sharing his commitment to raising levels of pupils achievement. He has developed the role of other leaders in the school well, and with them he has established an accurate evaluation of the school's effectiveness. The school has utilised ongoing and effective support from the local authority well to help it establish raised expectations and focused plans for improvement. It has also surveyed pupils' and parents' views carefully in drawing up these plans.

A range of strategies have been deployed to counter weaknesses in provision and consequently, pupils' achievement has improved. The school has developed its own systems for tracking pupils' progress and improving teaching, particularly in English, mathematics and science, which have resulted in pupils' satisfactory achievement in these subjects. However, best practice in assessment-based target setting for individual pupils has not been disseminated thoroughly enough.

The governing body, ably led by its Chair, has been supportive of the school and is actively involved in monitoring progress with its action plans. Its role as a critical friend is developing well and governors more readily hold the school to account for its actions. Satisfactory procedures for financial management are in place, plans for improvement are carefully resourced and the school provides satisfactory value for money.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
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	3
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
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?	3
How well are learners cared for, guided and supported?	3

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.

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

As you know we visited your school recently to find out how well you are doing. We enjoyed talking to so many of you, visiting your classrooms and seeing your work. Thank you for being so friendly and helpful to us.

The things that we particularly liked about your school were:

- You behave well and are polite, friendly and sensible.
- You enjoy your learning and join in well with all the activities, clubs and visits the school offers.
- You work and play well with each other.
- You are now making better progress with your work in English, mathematics and science.
- Your teachers and other adults work really hard to make your lessons lively and interesting.

We judged that the school is now providing you with a satisfactory education. These are the things we asked the school, with your help, to do to make it even better:

- Focus lessons and your learning targets more closely on what you need to learn next.
- Help you improve the quality of your handwriting and presentation of work.
- Give all of you more chances to practise writing at length in a range of styles.

You can help make the school better by working hard, especially with your writing. Thank you once again for your help during our visit. We wish you the best for the future.