

Westbury Infant School

Eden Vale Road, Westbury, Wiltshire BA13 3NY

Inspection dates

7–8 February 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, leaders have taken effective action to address weaknesses. This has led to strong improvement in pupils' outcomes. However, leaders have prioritised further improvements in pupils' use of phonics and spelling across the curriculum.
- School leaders, including governors, are ambitious for the pupils. They have been effective in establishing a strong culture of accountability to raise expectations and outcomes for pupils.
- Leaders' evaluations of the school's work are accurate and well informed. As a result, they identify the right priorities to improve the school.
- The quality of teaching, learning and assessment is good. Staff know the individual needs of the pupils and prepare learning opportunities that are typically well matched to pupils' abilities. However, teachers' questioning in mathematics, particularly in problem-solving, does not challenge some pupils to reach higher standards.
- Staff have high expectations of pupils' behaviour and conduct. Consequently, pupils feel safe, behave well in lessons and make a strong contribution to school life.
- Leaders of early years have high expectations of children in the early years foundation stage. As a result, there has been a significant and sustained improvement in outcomes. Children are well prepared and ready for Year 1.
- Subject leadership has improved since the previous inspection. As a result, teaching is improving well across a range of subjects. Leadership is not yet securing improvements in mathematics as rapidly as those in English.
- Governors check the work of leaders effectively and intervene through direct challenge and support. However, there are occasions when monitoring by leaders and governors does not result in swift improvement in pupils' outcomes.
- Parents recognise the improvements in behaviour and teaching since the previous inspection. Staff work effectively with all pupils, creating an inclusive ethos which values the contributions of all pupils.

Full report

What does the school need to do to improve further?

- To strengthen the quality of teaching and learning further by:
 - improving pupils' spelling and application of phonics in their written work across the curriculum
 - ensuring that teachers regularly provide high-quality questioning during mathematical problem-solving and reasoning activities.
- To consolidate and build leadership and management further by:
 - improving the effectiveness of subject leadership in mathematics
 - ensuring that monitoring by senior leaders and governors leads to more rapid improvement in pupils' mathematical progress and spelling.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders are ambitious and have raised their expectations of what pupils can achieve. As a result, pupils are now in a strong position to meet national expectations by the time they leave the school and are ready for the next stage in their learning.
- Since the previous inspection, leaders have focused on the right priorities to secure improvement. Their evaluations are accurate. Leaders make good use of external advice and support to improve teaching, learning and assessment.
- The headteacher and deputy headteacher work in partnership effectively. School leaders have responded positively to periods of turbulence, both in staffing and governance, to ensure a continued focus on long-term priorities and maintain improvements.
- School leaders, including the special educational needs coordinator for pupils in the resource base, regularly check the progress of pupils. They have effective systems to assess and review the progress that pupils make. As a result, they respond well to provide additional teaching and support that enable pupils to make good progress.
- Leaders regularly check the impact that any training and professional development has on the quality of teaching. As a result, there are sustained improvements in a wide variety of subjects. Nonetheless, some pupils' progress in mathematical problem-solving and confidence in spelling and phonics is not as well developed as in other areas of the curriculum.
- Leaders have been particularly effective in promoting a positive and inclusive culture for the pupils. This ensures that leaders have created an inclusive school community where pupils feel equally valued.
- School leaders work effectively with a range of external agencies to support pupils' welfare and academic needs. For example, the special educational needs coordinator works closely with an educational psychologist to tailor provision for pupils with highly complex needs. As a result, pupils make good progress and families benefit from high-quality professional advice and guidance.
- The role and responsibilities of subject leaders have been strengthened so that leaders now make an effective contribution to school improvement, particularly in English, special educational needs and in the early years foundation stage. However, leaders have rightly identified that leadership of mathematics has had comparatively less impact on pupils' progress.
- School leaders, including governors, now make effective use of the school's appraisal and management processes for staff performance. Professional plans and effective induction arrangements for new staff serve to offer high-quality support for teachers. Consequently, the quality of teaching across the school has been improved strongly over time.
- The school provides a broad and balanced curriculum that captures the imagination of the pupils. Topics often begin with a school visit, for example to a toy museum in Year 2, and culminate in a specific purpose or event such as an exhibition. As a result, pupils make strong links across subjects and are motivated by the purpose of their work.

- Leaders ensure that pupils have a strong understanding of the principles of British values and apply these well in their daily lives. The school council represents pupils and makes democratic decisions that make a positive difference to the school. There is a strong culture of respect and tolerance of others and individual liberty. This ensures that pupils of different faiths and backgrounds are valued.
- The additional funding for disadvantaged pupils and the sports funding are well used and this has led to tangible improvement in pupils' outcomes. The range of spending includes a contribution towards the cost of specialist professional support, which is having a particularly positive impact. School leaders target specific activities and subjects to boost pupils' confidence and skills.
- The quality of external support, particularly through the local authority, has been effective. This has provided valuable training to improve the school. In addition, the local authority has supported leaders to gain an accurate view of the school's progress since the previous inspection.

Governance of the school

- Despite a period of change since the previous inspection, the governing board has retained its focus on school improvement. Recent appointments to the governing board have added to the range of expertise and provide additional capacity to tackle the remaining areas for improvement.
- Governors show resilience and ambition on behalf of the pupils and make decisions based firmly on evidence about what is working well.
- The governing board maintain a clear overview of the school's performance. Governors know the school well and have a secure knowledge of strengths and weaknesses in the school.
- Governors have a clear understanding of the quality of teaching gained through visits and use this information to make informed decisions. On occasion, however, they do not make best use of available information. For example, they have not used school data and information to quickly bring about improvements in pupils' mathematical skills, particularly their problem-solving and reasoning.
- Governors use training and external advice effectively. Training has ensured that the governing board is aware of its statutory responsibilities, including those for safeguarding.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff receive regular training and updates in safeguarding. As a result, they are knowledgeable and aware of how to look after children and report concerns when these occur. Inspectors spoke with staff in different roles, who confidently explained how to record and respond to any issues raised.
- Staff are vigilant in protecting children and take opportunities to remind children about different kinds of dangers and risks. Consequently, pupils can explain how to stay safe

online and know what personal information they should not divulge.

- School leaders work closely with external agencies and respond promptly to advice and recommendations to keep children safe. School leaders also initiate actions. Records show the good level of rigour in leaders' pursuit of other agencies, insisting on a response for vulnerable children who may be at risk.
- Governors complete their own checks on safeguarding, in addition to the annual audit from the local authority. They use school visits to seek additional information in staying informed and knowledgeable to keep children safe.
- School leaders have responded quickly to the only minor area raised through the school's most recent local authority health and safety audit. This efficient response typifies the importance and care that school leaders and staff show towards the pupils.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment have improved since the previous inspection. Overall, staff have high expectations of what pupils should know and understand to be ready for learning in key stage 2.
- Teaching assistants make a positive contribution to learning, including for those pupils in the resource base. Teaching assistants receive effective training which they apply well to support pupils' learning. Consequently, pupils are well supported to make strong progress in a range of subjects.
- Teachers and other adults use well-established procedures to support pupils effectively, including those in the resource base. As a result, pupils show a good understanding and preparedness to learn, which is reflected in the good outcomes seen around the school.
- Teachers ensure that opportunities are well planned to develop pupils' social, emotional, creative and physical skills. For example, pupils worked together effectively in physical education to make a Chinese dragon dance and when designing 'push-pull' models in science.
- The teaching of writing has been a priority over time. As a result, teachers are more confident in their subject knowledge and pupils are meeting higher standards in writing. Pupils' handwriting is neat and their ability to write sustained pieces for a variety of reasons is evident. However, pupils do not consistently maintain the same quality of writing across different areas of the curriculum.
- Teachers ask a range of questions which support and challenge pupils to make strong progress in their learning when teaching reading comprehension and writing. However, teachers are less precise in their questioning in mathematics, where the quality of questioning does not always bring about the same progress for pupils.
- Homework is routinely set using different media and a range of various activities to motivate pupils, for example building model castles in the Reception Year or using a computer programme for weekly mathematics homework. There is also a homework club to support pupils and their families with homework arrangements.
- The school's approach to teaching phonics effectively targets the learning of individuals to meet their needs. As a result, pupils of all abilities are making strong progress in

their knowledge and understanding of letters and sounds. However, pupils do not consistently apply this knowledge when they write independently. In particular, spelling errors are still too common in pupils' written work across the curriculum.

- On occasion, teachers do not have the questioning skills they need to effectively develop pupils' problem-solving and reasoning skills. Consequently, pupils do not regularly practise and apply these skills in a range of contexts.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are willing to 'have a go' and have the confidence to try new situations and learning experiences. This includes pupils in the resource base when they are working separately or alongside other pupils in the school.
- Pupils show respect, tolerance and kindness to each other to make this a welcoming and supportive school. One pupil, whose view was typical, said, 'This school is kind and friendly. We always welcome new people!'
- Pupils feel safe in school and have confidence in the staff that they will help them if necessary. However, pupils are able to resolve most issues between themselves.
- Pupils take an active role in making decisions to improve the school, for example through the school council. As a result, pupils feel valued and know that they have an important voice in the running of the school. Pupils are proud of the funds they raise through the school council, including as a result of the recent disco.
- Pupils understand how to stay safe and are keen to take care of each other. Consequently, there is a strong sense of mutual care and well-being for others. For example, school councillors spoke confidently about the importance of the 'buddy bench'.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school and are well prepared in lessons. They take responsibility for their behaviour and respond positively to the school's behaviour management system.
- At lunchtime, pupils share their time and socialise well with each other. They show courtesy and find this to be a valuable part of the school day.
- School leaders are taking effective action to ensure that those individuals with low attendance are being appropriately well supported and challenged. As a result, attendance is improving, especially for some of the most vulnerable pupils and disadvantaged pupils. School leaders are working closely with other external partners, such as the educational welfare officer, to ensure that attendance continues to improve further.
- On a few occasions, pupils lose concentration in lessons or they become disinterested if

the teaching is not meeting their needs. However, teachers and teaching assistants are usually quick to identify this and take the necessary steps to engage pupils.

Outcomes for pupils

Good

- Pupils make a good start to school, building quickly on any gaps in their learning. Work in pupils' books and current assessment information show that the improvements seen in national tests in the previous year are being sustained. Pupils make good progress in reading, writing and mathematics from their starting points at the beginning of the Reception Year.
- The proportion of the most able pupils attaining the higher standards in the 2016 national tests compares well to national averages in reading, writing and mathematics. Currently, work in pupils' books shows that some of the most able pupils need more challenge in mathematics to be confident of meeting the same higher standards.
- Pupils' writing, including their handwriting skills, is improving rapidly across the school. Books show that pupils are gaining better skills in organising, composing and presenting a variety of written accounts. As a result, pupils are able to write at greater length and are developing increasing fluency and speed in writing. However, spelling is still a relative weakness for some pupils.
- Pupils who have special educational needs and/or disabilities, including those in the resource base, typically make good progress from their different starting points. This is particularly evident in reading and writing. School leaders, including the special educational needs coordinator, track and monitor the progress of pupils closely to ensure that they are making the progress expected of them.
- Pupils read with increasing confidence and fluency. This includes the most able pupils (and the most able disadvantaged pupils), who are not just demonstrating appropriate word-building skills but are also able to infer and draw meaningful conclusions.
- Last year, disadvantaged pupils made significant gains in reading, writing and mathematics. Currently, disadvantaged pupils in the school are making good progress, with rapid gains in reading and writing.
- In previous years, the school's results in phonics were below the national average with little sign of improvement. Current pupils in the school, including Year 1 pupils, are able to segment and blend words that are appropriate for their age with increasing confidence and accuracy. Writing books confirm that the application of these skills in unaided writing is not yet fully secure.
- Pupils' workbooks show that mathematical reasoning and problem-solving is not as well developed as their calculation skills and recall of number facts.

Early years provision

Good

- Leadership in the early years foundation stage is good. Outcomes since the previous inspection have risen significantly, ensuring that children are well prepared for Year 1.
- The recently appointed leader has quickly gained an understanding of the strengths

and weaknesses of the early years foundation stage. She has identified the right priorities, and appropriate actions are in place to secure further improvements.

- Children benefit from early targeted support drawing on information from transition arrangements with pre-schools. As a result, children make an accelerated start in the Reception Year. Consequently, boys' outcomes match their peers nationally. The most able pupils, including those who are disadvantaged, make good or better progress from their different starting points.
- In 2016 there was a slight decline in the proportion of children attaining the early learning goals in mathematics and these outcomes were below the national average. However, teachers are raising expectations and children were observed working with numbers beyond 20. This remains a priority area for school leaders.
- Children who have special educational needs and/or disabilities, including those from the resource base, are also effectively supported. Teachers plan tailored activities to meet their needs. Consequently, those children with the most complex needs make strong progress.
- Teachers structure and organise the learning environment thoughtfully so that the children can have choices in their play and daily routines. Consequently, the children learn to be independent quickly and to take responsibility for their learning and behaviour.
- Teachers skilfully merge a strong sense of nurture and care with an emphasis on ensuring that the children quickly learn their letters and sounds to read and write, as well as developing their number sense. As a result, the children make good progress to begin using and applying key literacy and numeracy skills.
- Safeguarding in the early years foundation stage is effective. The children know how to stay safe in the environment and take reasonable steps to manage their own well-being and health. All relevant statutory welfare requirements are met.
- Parents express positive views about the effective work and communication with school staff. They appreciate the transitional arrangements and support provided by teachers and teaching assistants, who they say are 'approachable'. Consequently, strong home-school partnerships are supporting the children, including the most vulnerable and those with high needs, to settle quickly and enjoy learning in this school.

School details

Unique reference number	126233
Local authority	Wiltshire
Inspection number	10024929

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

Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Alex Duce
Headteacher	Stacey Budge
Telephone number	01373 822716
Website	www.westbury-inf.wilts.sch.uk
Email address	head@westbury-inf.wilts.sch.uk
Date of previous inspection	16–17 December 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Children attend Reception on a full-time basis. The school has a resource base which currently has 11 pupils. The children in the resource base are taught in a range of contexts and often integrate with their peers and all other children.
- The school is smaller than the average-sized primary.
- The proportion of pupils eligible for the additional grant for disadvantaged pupils is similar to the national average.
- The proportions of pupils with English as an additional language is lower than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average. The proportion of those who have an education, health and care plan is much higher than the national average.

- Westbury Infant School is not required to publish information about the government's floor standards as these are not applicable.

Information about this inspection

- The inspectors visited all classes, usually accompanied by either the headteacher or the deputy head.
- Meetings were held with senior leaders, including the headteacher and deputy head as well as subject leaders for mathematics and English. Other additional meetings were held with the special educational needs coordinator, representatives of the school's governing board, the pupil premium champion and the early years foundation stage leader.
- During the inspection, the lead inspector also spoke with a representative of the local authority.
- The inspectors scrutinised a number of documents, including local governing board meeting minutes, assessment information, the school's self-evaluation, governors' monitoring visits, the school development plan, anonymised performance management records and evidence relating to safer recruitment and child protection.
- Most visits to classrooms were conducted through accompanied learning walks. Inspectors also conducted observations in a Year 2 physical education lesson and a Year 1 religious education lesson.
- The inspectors undertook a scrutiny of pupils' books to evaluate the quality of work and check the accuracy of assessment information held by the school in writing and mathematics. An additional workbook scrutiny and learning walk was conducted as part of an evaluation of the breadth of the mathematics curriculum in the school.
- The inspectors spoke to children through various activities during the inspection. In addition, the lead inspector met with the school council. Inspectors also heard Year 2 pupils read, including the most able and disadvantaged pupils.
- An inspector observed pupils' behaviour at playtime and lunch.
- The 13 responses to Ofsted's online survey, Parent View, were taken into account. The inspectors also considered comments provided by other means, such as direct meetings or submitted letters. There were no responses from pupils or staff. Face to face, confidential views were noted as part of the evidence gathered during the inspection.

Inspection team

Stewart Gale, lead inspector

Her Majesty's Inspector

Jen Edwards

Ofsted Inspector

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