

West Byfleet Junior School

Inspection report

Unique Reference Number	125081
Local Authority	Surrey
Inspection number	359832
Inspection dates	3–4 November 2010
Reporting inspector	Jane Chesterfield

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Rev Alan Elkins
Headteacher	Lesley Lawrence
Date of previous school inspection	6 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 10 lessons taught by 10 teachers, teaching assistants or coaches. They held meetings with pupils, staff and members of the governing body. Inspectors observed the school's work, and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the minutes of governing body meetings. Questionnaires completed by staff, pupils and 149 parents and carers were analysed.

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

- How effectively the school has improved pupils' progress since the last inspection.
- How well teachers now challenge pupils of all abilities in their classes.
- How effectively targets are now used to help pupils understand how to improve their work.
- How well leaders at all levels support teaching and learning, particularly through the use of planning teams to lead subjects.

Information about the school

West Byfleet Juniors is an average sized school. A number of pupils come from Her Majesty's Forces families stationed in the area. Few pupils are eligible for free school meals. The proportion of pupils from minority ethnic groups or who speak English as an additional language is below average. The proportion of pupils with special educational needs and/or disabilities is just above average. These needs relate mainly to moderate learning difficulties. The proportion of pupils with a statement of special educational needs is below average. The school has gained a number of awards including the Food for Life Partnership award and the International Schools 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?

1

The school's capacity for sustained improvement

1

Main findings

West Byfleet Juniors is an outstanding school where pupils thrive and excel academically and personally. Their achievement is excellent. Parents and carers are very pleased with what the school offers their children. One parent commented, 'West Byfleet Juniors is a fantastic school. It offers its pupils a sound academic grounding and superb opportunities for extra-curricular activities.' Another felt that, 'My child has really grown since being at the school and has been able to develop new skills and responsibilities.' Pupils too are very happy at the school, and talk animatedly about how much fun they have in lessons and in the numerous other activities open to them. The school plays an important role in the local community and has forged excellent partnerships with parents and carers and others.

Thanks to the outstanding pastoral care, pupils feel exceptionally safe at school, and are very confident that adults will sort out any problems that they may have. They have a keen sense of right and wrong and are very proud to take on responsibility around the school. They get on extremely well with one another, and are interested in and respectful of the different backgrounds of others.

There has been a steadily rising picture of attainment and progress since the last inspection, and attainment is now consistently high in English, mathematics and science by the end of Year 6. This represents good progress from pupils' starting points. Pupils are particularly strong in reading and mathematics, but relatively weaker in writing. The school has identified that more pupils could reach the highest levels in writing by the end of Year 6. Both boys and girls throughout the school enjoy writing, and write imaginatively and adventurously. This is thanks to the many opportunities offered to them by a curriculum which is inspiring and creative. Pupils have a wide vocabulary and many good ideas. However, they are often let down in their writing by basic errors in grammar and spelling, and untidy handwriting and presentation. Those pupils who have special educational needs and/or disabilities, and the small number who are learning English as an additional language, make good progress from their different starting points. The school works very hard at personalising the support provided for each child identified.

Staff turnover has stabilised since the last inspection, and senior leaders have established better consistency in the teaching, so that this is now good. The issues from the last inspection have been tackled very successfully by the headteacher and senior leaders. Thanks to good improvement in the school's tracking systems, teachers match their work more precisely to pupils' individual needs, and targets are more closely personalised so that all pupils know what they need to do to improve their work. The planning teams set up to oversee the development of different subjects work very well, so that changes in staffing do not slow down subject development. Staff within the teams say that the system has had a positive impact on their confidence and professional development. The headteacher and senior leaders have overseen great improvement in pupils' academic

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outcomes and in provision since the last inspection, and have maintained and built on the strengths in pupils' personal development evident at that time. Senior leaders and the governing body have an excellent insight into the school's strengths and weaknesses, self-evaluation is accurate, and school development planning identifies the most important priorities for the future. As a result, the school has an excellent capacity for further continuous improvement.

What does the school need to do to improve further?

- Increase progress in writing still further to ensure more pupils reach the highest possible levels by:
 - improving pupils' skills in spelling, grammar and handwriting.

Outcomes for individuals and groups of pupils

1

The work seen in lessons and in pupils' books confirms that attainment is high by the end of Year 6, and that pupils make good progress from their above average starting points. Pupils have very positive attitudes and are eager to learn. In a Year 4 French lesson, for example, almost every hand went up every time the teacher asked a question, and all pupils were willing to have a go at speaking French, even if their replies were not always perfect. Pupils are very skilled at working in pairs or groups and cooperating with one another. In a Year 4 mathematics lesson, for example, pupils learnt how to plot coordinates on a graph by following instructions from a partner to plan a journey. They did this with good humour and supported one another very helpfully. The quality of relationships in class means that pupils feel confident about expressing their ideas in front of their peers or asking if they do not understand anything. In a Year 6 mathematics lesson, for example, there was no shortage of volunteers keen to work out problems on the interactive whiteboard, and pupils accepted suggestions or corrections from others gratefully.

Pupils enjoy school very much, and this is evident in their consistently high levels of attendance. They are very courteous and well mannered, and their behaviour is outstanding in class, around the school and in the playground. Pupils show a great deal of initiative and responsibility for their school. Year 6 pupils, for example, take it in turns to make and sell toast at break each day, in order to raise money for school council funds. Members of the council take their role seriously. One commented, 'It's important that we give the school the kids' point of view.' Pupils feel responsibility towards the wider and global community and are very keen to be environmentally friendly, for example by monitoring regularly their class's energy usage. Pupils show an excellent understanding of how to keep themselves safe and of how to live a healthy lifestyle. Their excellent social skills and their high attainment mean that they are extremely well prepared for moving on to secondary school.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is consistently good throughout the school, and this means that pupils make good progress. Teachers have high expectations of their pupils, and set a high level of challenge for them. Lessons have a good pace to them, and the interactive whiteboard is used exceptionally well to explain new ideas and concepts to pupils. Marking is very helpful, and this is appreciated by pupils. 'We always get a next step so we know how to improve our work,' said one. Pupils, and parents and carers alike are very satisfied that targets are well used and clearly explained. Teachers usually check pupils' understanding very thoroughly throughout the course of a lesson, but occasionally this does not happen frequently enough. This means that sometimes pupils do not learn as quickly as they might.

Pupils enjoy an excellent curriculum which enables them to learn the skills and knowledge they need in an imaginative and inspiring way. One parent commented, 'The children are immersed in their topics and this enhances their learning experience greatly.' The school has been particularly careful to ensure that the curriculum is relevant to the needs of its pupils. Boys enjoy English, for example, because topics are tailored to their interests. In Year 6, they have recently had the chance to write poetry about the Second World War and horror stories. This means that they achieve as well as girls in English, in contrast to the national picture. The school has particular strengths in music and the arts. Year 4 pupils, for example, were delighted to use a computer-based music program and

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equipment usually found only in secondary schools to create their own compositions. Extra-curricular provision is outstanding. When asked about this, one pupil exclaimed excitedly, 'There's tons to do,' and another commented, 'We learn lots of life skills'.

The quality of care, support and guidance for pupils is outstanding. Pupils are kept very safe and feel very secure. They are encouraged to take responsibility for their behaviour and its impact on others. Recently, for example, pupils completed a self-evaluation of their behaviour to help them assess how they could improve it to make the school an even more caring environment. Induction and transition arrangements are particularly strong. Parents and carers from Forces families remarked on how well the school helped their children to settle when they joined the school partway through the year, and pupils in this situation commented on how welcome they were made to feel. Pupils say that they feel confident about moving on to secondary school. 'We're used to being independent,' said one. The school makes excellent use of support services to help vulnerable pupils and their families, and enable them to overcome their barriers to learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leaders have worked very successfully since the last inspection to bring about improvement at a rapid pace. They are committed to enabling pupils to emerge as well-rounded individuals who have had the chance to explore and develop their skills and talents, wherever these may lie. The headteacher and deputy headteacher give the school excellent direction. They have been especially successful in establishing very clear systems for tracking the progress of pupils. Their monitoring and evaluation of the work of the school is very accurate, and they have a sharp insight into the areas for development. Planning team leaders are enthusiastic and knowledgeable, and have been instrumental in bringing about the improvement to the school since the last inspection. The governing body plays an important role in guiding the work of the school. Members of the governing body are very well informed and understand what the school needs to do to improve further. The governing body provides the school with the right balance of challenge and support, and has built good links with other local schools. Arrangements for safeguarding pupils are exemplary. Required checks on adults who come into contact with pupils are carried out stringently, and risk assessments are thorough. Procedures for child protection are rigorous, and staff training is up to date.

The school works hard to promote equality of opportunity and tackle discrimination, and is intent on ensuring that its vulnerable pupils achieve as well as they possibly can. The school works very closely with parents and carers by consulting with them at every

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available opportunity and valuing their contribution. Partnerships are used exceptionally well to give pupils new and exciting opportunities and to provide specialist support not available in the school. The school makes an excellent contribution to community cohesion. It is a very inclusive community, and draws in the local community very successfully. It has excellent links with other schools elsewhere in the country and abroad that help pupils understand the different circumstances in which other children live and learn. Pupils were thrilled, for example, to visit a London primary which is next to the new Olympic Stadium, and are excited at the prospect of inviting pupils from the school to Surrey to stage their own games.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was almost double the national average, and their satisfaction with the school was high in every area compared with national benchmarking data. Most parents and carers who responded to the questionnaire were happy with the school and what it offers their children. In particular, almost all felt that their children enjoyed school, that the school kept their children safe, that they were well informed about progress, that teaching was good, that the school helps their children to have a healthy lifestyle, and that their children are well prepared for the future. A few felt that their children were not making enough progress or that the school did not take sufficient account of their suggestions and concerns.

Inspectors investigated these concerns but did not endorse them. School tracking data and observations in classrooms indicate that pupils' progress has improved since the last inspection and is now good rather than satisfactory. The school has some excellent systems for consulting and involving parents and carers and taking their views into account. It has recently worked with the parent representatives group, for example, to improve reports to parents and carers on their children's progress, while at consultation

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evenings, parents and carers are asked to complete questionnaires to give their views on topics such as bullying or homework.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Byfleet 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 149 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	53	66	44	2	1	1	1
The school keeps my child safe	84	55	64	43	1	1	1	1
My school informs me about my child's progress	55	37	84	56	5	3	0	0
My child is making enough progress at this school	50	34	79	53	14	9	0	0
The teaching is good at this school	69	46	72	48	3	2	0	0
The school helps me to support my child's learning	60	40	78	52	8	5	0	0
The school helps my child to have a healthy lifestyle	68	46	74	50	5	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)	68	46	70	47	3	2	0	0
The school meets my child's particular needs	49	33	85	57	8	5	0	0
The school deals effectively with unacceptable behaviour	55	37	82	55	5	3	2	1
The school takes account of my suggestions and concerns	46	31	81	54	6	4	4	3
The school is led and managed effectively	50	34	83	56	8	5	1	1
Overall, I am happy with my child's experience at this school	71	48	68	46	5	3	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



5 November 2010

Dear Pupils

Inspection of West Byfleet Junior School, West Byfleet KT14 6EF

Thank you for making us so welcome when we visited your school recently, and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons. Thank you especially to the pupils we interviewed. We were particularly impressed with your mature and thoughtful replies to our questions.

We found that West Byfleet Juniors is an outstanding school and that you enjoy many excellent opportunities for both your academic and personal development. These are just some of the things we liked about your school:

- You really enjoy coming to school and your attendance levels are high.
- Your progress has improved since the last inspection, because you are well taught, and you reach high standards in your work.
- Your behaviour is outstanding, and you are very eager to take on responsibility.
- You have excellent relationships with one another and your teachers, and you are very respectful of one another.
- You feel very safe at school and you are exceptionally well cared for.
- The senior leaders are doing an excellent job, and know how to make the school even better.

To help the school improve still further, this is what we have asked the staff to do:

- Make sure that you all do the best that you can in your writing.

You can help by always checking your work to make sure that your spelling and grammar are correct, by always using your best handwriting and by taking pride in the presentation of your work. We wish you all well for the future and feel certain that you can be successful in what you want to do.

Yours sincerely,

Jane Chesterfield

Lead inspector

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