

West Bretton Junior and Infant School

Inspection report

Unique Reference Number	108167
Local authority	Wakefield
Inspection number	377708
Inspection dates	23–24 November 2011
Reporting inspector	Terry McDermott

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Susan Earnshaw
Headteacher	Jill Womersley
Date of previous school inspection	4 October 2006
School address	Bretton Lane West Bretton Wakefield WF4 4LB
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons taught by five teachers. They held meetings with groups of pupils, staff and members of the governing body. Inspectors observed the school's work and looked at its methods for tracking pupils' progress; a range of school documents, including policies; minutes of governing body meetings; monitoring records; an extensive sample of pupils' work; and reports from the School Improvement Partner. Inspectors received and considered 50 responses to the Ofsted questionnaire from parents or carers, along with questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The inspection team evaluated whether teaching is always challenging enough, in mixed-age classes, for higher-attaining pupils.
- Inspectors investigated whether pupils in mixed-age classes repeat work from one year to the next.
- The differences leaders have made to the school since the last inspection, especially during a period of staffing uncertainty.

Information about the school

This small school serves a semi-rural area, at the junction of three local authority boundaries. Three of the four classes have pupils from two year groups. A Reception class comprises the Early Years Foundation Stage. A greater proportion of pupils leave the school other than at the usual time, almost always to gain entry to a preferred high school. Very few pupils are known to be eligible for free school meals. All pupils are White British. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. The school holds several awards including, Investors in Pupils and the Artsmark Gold. A new headteacher has joined the school since the previous inspection. The governing body oversees a 'pay-as-you-go' breakfast club.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Leaders have ensured that the school has sustained pupils' good progress during an extended period of staffing uncertainty and much movement of pupils into and out of the school. The school's systems and procedures for safeguarding pupils and for providing care, guidance and support are outstanding. Pupils, parents and carers recognise these excellent qualities. They lead directly to pupils' high attendance, outstanding behaviour and excellent understanding of how to lead a healthy life. Pupils' spiritual, moral, social and cultural development is good, their moral and social development being particularly noteworthy. All groups of pupils make good progress and some make outstanding progress. There is no underachievement by any group of pupils, although pupils progress at a faster rate in mathematics than in English.

The quality of teaching is good. Excellent relationships between adults and pupils are a feature of all lessons. Pupils are given the confidence to share their thoughts openly because of the supportive climate. This helps to clarify understanding for all. However, there are inconsistencies. Occasionally, teachers do not plan or set tasks which meet the needs of individual pupils well enough. This is most obvious with higher-attaining pupils who finish their work quickly. Pupils' handwriting and their general presentation of work lack crispness and consistency. Marking is inconsistent. Some is precise and helpful, but other marking gives little guidance to pupils on how they need to improve their work. The curriculum is good. Recent changes with more themed work, especially through the 'Open Futures' project, are leading to much more practical and 'hands on' learning. Pupils engage quickly and with enthusiasm to this way of working. They say, 'It makes us think about consequences more'. Even though not yet fully established throughout the school, the impact of this new approach on pupils' learning is already marked. Good longer-term planning ensures that topics are not repeated in mixed-aged classes from one year to the next.

The school's procedures for care, guidance and support to help any pupil overcome uncertainties and difficulties are excellent. Adults in the school know pupils and their families very well, and are quick to discern when pupils may be having difficulties. A well organised, swiftly implemented, and closely evaluated system provides good support for pupils whose circumstances may make them potentially vulnerable. The school does not hesitate to recruit external professional assistance when needs arise or circumstances go beyond its own means to address.

A strong team spirit runs throughout the school. Whole-school self-evaluation is accurate because it is linked to learning outcomes for all pupils. The school knows its strengths and weaknesses accurately, supported by a reliable and accurate assessment and tracking system. It knows what to do to maintain and improve pupils' attainment and progress. Because the school has maintained its good performance through difficult times since the previous inspection, its capacity to improve further is good.

What does the school need to do to improve further?

- Improve the consistency and quality of teaching by:
 - planning and setting work which meets the learning needs of all pupils accurately, especially those who are higher attaining
 - ensuring that marking gives pupils clear guidance on what they need to do to improve
 - setting clear standards for the presentation and laying out of work, and the practice and precision of handwriting.

Outcomes for individuals and groups of pupils

2

Pupils are happy in school. This is evident in their consistently high attendance and their excellent behaviour in classes and around the school. Pupils of all abilities are attentive in lessons. Pupils sustain concentration well and work hard at whatever task they are set. They respond with enthusiasm and intensity when given opportunities to work independently, as for example, when pupils in Years 1 and 2 were discussing the classification of foods so that they could prepare a balanced and healthy meal. Examples of their high quality art work decorate many areas of the school. Pupils do as they are asked and listen closely to each other's views.

Children join the Reception class with skills that are usually close to those expected for children of a similar age, although there can be significant variations from one year to the next, often magnified by small cohort sizes. By the time they left Year 6 in 2011, pupils' attainment was above average. For this particular group of pupils, this represented good progress. Achievement is good, even though the pace of learning can sometimes vary between classes, especially when the level of challenge for higher-attaining pupils is not judged correctly. Pupils with special educational needs and/or disabilities make similar progress to their classmates because of the skilful and dedicated support they receive from teaching assistants in helping them learn in small steps.

Around a quarter of pupils attend the daily breakfast club, which gets their day off to a good start. They say that they are completely safe at school, and even younger pupils can explain convincingly why this is so. Pupils are certain there is no bullying, though they know what to do if it might occur. They enjoy taking on responsibility. Every pupil in the school has an area of personal responsibility for which they had to apply. This can range from pupils in Year 6 mentoring children in the Reception class, or younger pupils simply collecting up pencils after a lesson. The strong community spirit in the school is exemplified through links with the church, through widespread and high participation in team sports, and through links with the

Yorkshire Sculpture Park and the National Mining Museum for England. Pupils have a good understanding of other faiths and cultures, through their religious education lessons, and by visits from educators from around the world. Their first-hand experiences of the diverse cultures that make up the United Kingdom are more limited. By the time they leave school at the end of Year 6, pupils have developed into polite, mature and confident young citizens, well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching and learning are good, although some satisfactory learning was also seen. Classrooms are colourful and well-resourced places of learning. Relationships between adults and pupils are consistently excellent. This is underpinned by pupils' excellent attitudes to learning. Teachers and other adults are deployed to ensure that their skills make the biggest possible impact on pupils' learning. This is done successfully through both setting by ability and withdrawing groups of pupils for additional support. Scrutiny of pupils' books shows that learning over time can sometimes be slower than it might be, mainly because of inconsistencies in the level and range of challenges set for pupils. Marking is usually regular, and some but not all, gives advice to pupils on how to improve. Teaching assistants are well deployed and play a very important role in supporting all groups of pupils to make good progress over time.

The recently revised curriculum is one reason why good achievement and outstanding aspects of pupils' personal development have been maintained over time. It now links subjects together in themes with a strong focus on understanding the sequencing of events. The start-to-finish philosophy (sow it, grow it, reap it, cook it) of 'Open Futures' is building pupils' understanding and respect for the environment and the individual. This is successfully bringing learning to life for pupils.

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

The care, guidance and support offered by the school to each individual pupil are outstanding. The school knows the pupils and their families very well. Strong links between school and home are established early, and are sustained and grow over time. This allows the school to identify and address any personal issues that might arise. Internal arrangements for supporting pupils whose circumstances make them potentially vulnerable are excellent, as are those for extending the interests and abilities of those with gifts and talents through work outside the classroom. Parents and carers value this work. Regular consultations with families ensure that the views of parents and carers are heard. Transition arrangements are well managed and ensure that pupils transfer into school, from one class to another and on to secondary education smoothly. The school pays particular attention to ensuring that pupils who join and leave outside the normal times are supported well.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The energetic and determined leadership of the headteacher has ensured that all the good aspects of the school have been maintained during recent significant staffing uncertainty. She has a very clear picture of the school's strengths, knows what must be done better to improve, and places pupils' well-being and progress at the forefront of all the school's work. Staff morale is good, and adults feel part of a good team.

Adults promote equality relentlessly through their calm demeanour, treating everyone, pupils, other adults and visitors alike, with dignified respect. The school's accurate tracking of the progress made by all pupils ensures that any potential underachievement is picked up and tackled promptly. There is no evidence of any sort of discrimination or oppression in this inclusive and happy school. Safeguarding procedures are implemented with particular rigour. They are regularly updated and reviewed. As a consequence, pupils can speak with complete confidence about how secure they feel here. The safety and safeguarding of pupils pervades the school's life. This is reflected in the views of pupils and in the unanimous and strongly positive responses from parents and carers.

Governance is good. Members of the governing body are knowledgeable and active, working closely with the school to set its strategic direction. The governing body is scrupulous in ensuring safety and safeguarding measures. Members give good attention to the welfare of pupils and staff. They have a very clear understanding of the difficulties facing the school, and work closely with the headteacher in driving forward school improvement.

Community cohesion is promoted well within and outside the school. The school's leaders have a thorough understanding of the needs of the community they serve.

Good partnerships with local secondary schools and community groups support pupils' learning well, and make transition arrangements straightforward. Links with the global community are growing well as the school seeks to strengthen pupils' understanding gained through curriculum themes and visitors. Direct links to schools of a different character within the United Kingdom are at an earlier stage.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Pupils join the Reception class having had a range of previous learning experiences. Close links with parents and carers help children to settle into the school very quickly. Parents and carers often support and encourage their children by coming into school. They value what the school offers and recognise the good progress the school helps their children to make. Teachers and other adults have excellent relationships with the children in their care. During sessions led by the teacher, children learn well as they are guided to explain what they are thinking and doing. This builds their communication skills effectively. Good resources are well used during independent and imaginative play. This ensures that children quickly develop and refine their personal and social skills. They sustain their concentration well, sharing their thoughts, ideas, and toys as they play in complete harmony. This provides a solid basis for their good personal development in succeeding years. Sometimes during these self-chosen activities, children's play is not linked to any specific or recent learning topic. Opportunities for reinforcement of what they have just been taught are, therefore, missed. Nonetheless, children gain a sense of curiosity and enjoyment in learning which stays with them as they get older.

Leadership and management responsibility rests with the headteacher and is good. Adults are deployed well to give consistently good outcomes for all children. Accurate assessment of what new understandings children have gained enables adults to plan further interesting learning opportunities. Adults also use this information very well to support those children who might require additional help. Welfare requirements are met with the same rigour as in the rest of the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

Over half of parents and carers responded to the Ofsted questionnaire. This is higher than the usual rate of return. The very large majority expressed strongly positive views about most aspects of the school’s work. Parents and carers were unanimous that the school keeps their child safe and that their children enjoy school. Small numbers of parents and carers held differing views about one aspect or another of the school. Inspectors considered these matters, some of which related to individuals, when reaching the judgements expressed in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Bretton Junior and Infant 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 inspector received 50 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	66	17	34	0	0	0	0
The school keeps my child safe	35	70	15	30	0	0	0	0
The school informs me about my child's progress	19	38	27	54	3	6	0	0
My child is making enough progress at this school	22	44	21	42	4	8	2	4
The teaching is good at this school	22	44	25	50	2	4	0	0
The school helps me to support my child's learning	20	40	26	52	4	8	0	0
The school helps my child to have a healthy lifestyle	25	50	22	44	2	4	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)	19	38	29	58	1	2	0	0
The school meets my child's particular needs	20	40	25	50	4	8	1	2
The school deals effectively with unacceptable behaviour	19	38	25	50	5	10	0	0
The school takes account of my suggestions and concerns	19	38	23	46	6	12	1	2
The school is led and managed effectively	29	58	19	38	1	2	0	0
Overall, I am happy with my child's experience at this school	29	58	20	40	1	2	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



25 November 2011

Dear Pupils

Inspection of West Bretton Junior and Infant School, Wakefield, WF4 4LB

Thank you for being so friendly and helpful to us when we inspected your school recently. The team were really impressed with your excellent attendance and with your outstanding behaviour. We found you to be unfailingly polite, well-mannered and well-spoken young people.

We found that West Bretton is a good school. It is helping you to make good progress. All adults in the school, including your headteacher and the members of the governing body, work very hard to make sure that you always feel safe and healthy and that each of you gets any help you might need.

We found that the school could do some things a little better, which would help you learn even more than you do now. We have asked the teachers to:

- make sure that lessons are planned more carefully so that each of you is always set work which is neither too easy nor too hard
- give you guidance more often and more consistently when marking your work on what you need to do to improve
- set higher and more consistent standards for the presentation of your work.

You can help the school to get even better by letting the teachers know if you are finding your work too easy and making sure your handwriting is always neat.

Please continue to come to school as often as you do, and to be the thoughtful and polite young people you already are. Best wishes to you all for the future.

Yours sincerely,

Terry McDermott
Lead inspector

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