



West Bretton Junior and Infant School

Inspection Report

Unique Reference Number 108167
Local Authority Wakefield
Inspection number 288037
Inspection dates 4–5 October 2006
Reporting inspector Elisabeth Linley HMI

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

Type of school	Primary	School address	Bretton Lane
School category	Community		West Bretton, Wakefield
Age range of pupils	3–11		West Yorkshire WF4 4LB
Gender of pupils	Mixed	Telephone number	01924 830204
Number on roll (school)	78	Fax number	0
Appropriate authority	The governing body	Chair	Ms Susan Earnshaw
		Headteacher	Mrs Alison Green
Date of previous school inspection	10 March 2003		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This is a small school situated in a rural setting. The majority of pupils who attend are White British, although there is a small number of pupils who have English as an additional language. Most of the pupils live within the locality of the school but some travel from neighbouring local authorities. A very small proportion of pupils are registered for free school meals and the percentage of pupils who have learning difficulties and/or disabilities is below average. A much larger proportion of pupils than is usual leave the school before they reach Year 6, often to secure places at a preferred secondary school.

Since the time of the last inspection significant building work has taken place and the school now provides a breakfast club. The headteacher only took up her post in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils are thrilled with the new building. Staff are equally appreciative of the new facilities and the improved environment for teaching and learning. At the time of the last inspection the facilities for indoor physical education and access to outdoor provision for Foundation Stage children were judged to be poor. This is no longer the case and both are much improved. Although further work is planned for the improved use of outdoor provision for children aged four and five years, the quality and standards of the Foundation Stage are good overall.

The care and welfare of pupils are good and reflect the school's positive ethos, which is highly valued by parents. They appreciate the school's contribution to their children's personal development, which is now good. Pupils are confident and keen to be involved in the work of the school. Improvement has been made in guiding pupils' academic development. Pupils' progress is carefully tracked as they move through school and data and assessment information are analysed effectively. However, the information gathered about the progress made by the gifted and talented pupils is not always built upon effectively in lessons.

Good teaching overall aids pupils' learning and most pupils attain above average standards. They do particularly well in their reading. Standards in writing, however, are not as high as they should be. Nonetheless, in relation to their starting points, the majority of pupils achieve well and this includes pupils who have learning difficulties and/or disabilities, which was not the case at the time of the last inspection.

Since the last inspection the school has made significant improvements. The curriculum is now good with better opportunities provided for enrichment. Good partnerships have been established with external partners to develop pupils' skills and expertise, for example, with the local secondary school where positive sporting links have been made. Links within the community, such as with the nearby Sculpture Park, serve to enrich the curriculum and develop pupils' skills as well. Monitoring and evaluation of provision has improved and contribute well to the school's self-evaluation. Good progress has been made overall as a result of the good leadership and management of the school. Even so, the school does not have clear arrangements for who takes responsibility when the headteacher is not in school. Given the good improvement made overall, the school is well placed to improve further.

What the school should do to improve further

- Raise standards in writing.
- Improve the use of assessment information for gifted and talented pupils, to ensure their needs are consistently met in lessons.
- Clarify the arrangements for responsibility when the headteacher is not in school.

Achievement and standards

Grade: 2

Children start school with skills that are well developed and above what might be expected for their age across all the areas of learning. They achieve well in their early years and make good progress from Year 1 through to Year 6. Pupils who have learning difficulties and/or disabilities also achieve well and this is an improvement since the last inspection. Most pupils in school attain standards that are above and often well above average and this was reflected in the 2005 national tests for pupils in Years 2 and 6. In 2006, results in the Year 6 national tests dipped and standards were broadly average. However, given the large proportion of pupils who left this year group, those who remained and took the tests did well in relation to their individual starting points. Pupils throughout school attain particularly well in reading. From an early age pupils are good readers. They enjoy reading and read with good understanding and with expression. In writing, however, their achievement is not as consistently good. Given pupils' overall capabilities, standards in writing are not high enough.

Personal development and well-being

Grade: 2

Pupils say they enjoy school and this is reflected in their good attendance. The majority behave well and most are attentive and want to work hard. From an early age pupils know about the importance of keeping safe and leading healthy lifestyles. For example, in the Foundation Stage class they know how many portions of fruit and vegetables they should have each day. Spiritual, moral, social and cultural development is good overall. A strength of pupils' development is their awareness of their own culture, which is fostered particularly through the arts. Pupils make a positive contribution to their school by taking on specific roles and responsibilities. Pupils in Years 5 and 6 apply to the headteacher for posts of responsibility at the beginning of every year. In this way they are preparing well for the skills they will need in later life. Some pupils say, however, that they would welcome greater opportunities to take more responsibility at a younger age.

Quality of provision

Teaching and learning

Grade: 2

The staff team provide good teaching and learning. Teachers and teaching assistants make lessons interesting. Good questioning prompts and encourages pupils' thinking effectively. Good lessons observed during the inspection were characterised by effective use of time and high expectations of both pupils' behaviour and effort. Tasks were planned that challenge most pupils well and those with learning difficulties and/or disabilities are well supported by teaching assistants. Pupils who are more able, and particularly those who are gifted and talented, are not always sufficiently challenged.

For example, they are not often required to apply their skills from the outset of a lesson. Also, marking does not consistently help pupils to understand how they can improve their work. However, there is good practice in school from which teachers can learn.

Curriculum and other activities

Grade: 2

The curriculum is good. Throughout school a positive emphasis on the development of pupils' skills in literacy and numeracy aids their achievement. Provision for information and communication technology (ICT) has improved since the last inspection and pupils now benefit from an ICT suite which is enabling improved use of ICT across the curriculum. Pupils enjoy a varied programme of activities and many visits out of school. Positive links with other organisations and individuals, who have a wide range of skills and expertise, serve to enhance the curriculum, particularly in sport and the arts. Although provision for those pupils who have learning difficulties and/or disabilities is much better than at the time of the last inspection and is now effective, provision for gifted and talented pupils is only satisfactory.

Care, guidance and support

Grade: 2

The school is a happy place where pupils are well cared for and guided in their academic development effectively. Information from assessments and tests is analysed well to gather information about pupils' attainment. Pupils' progress is tracked, recorded and analysed carefully. The information is used well to guide most pupils in their learning. However, it is not used consistently well enough to guide those who are gifted and talented. The school maintains good partnerships with parents and with a range of organisations. The quality of these partnerships helps to provide effectively for pupils' personal and academic needs. Child protection and health and safety procedures are appropriate. Pupils feel safe and parents say they appreciate the care provided for their children.

Leadership and management

Grade: 2

Having responded well to the issues identified at the last inspection, good progress has been secured through effective leadership and management. Improvements made over previous years have been maintained through a recent period of disrupted leadership. These improvements include the monitoring and evaluation of provision and of pupils' progress, which in turn has aided more effective school self-evaluation. The school is now poised for the next stage of its development with the appointment of the new headteacher. She has made a strong start, accurately identifying where further improvements are needed, for example, who carries responsibility when the headteacher is away from school. School development planning is robust and based on an accurate evaluation of the school's strengths and weaknesses. The headteacher

is supported by a knowledgeable governing body which provides support and holds the senior leaders to account. Given the good improvement made and the quality of leadership and management from the headteacher, staff team and governors, the school is well placed to improve still further.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	2
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	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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, I visited your school recently. You were able to tell me a lot about your school and one of the things you really like is the new building. I am not surprised you and your teachers like it so much! The building has made the school light and airy and inviting to work in and you can now do PE in your own hall and the youngest children can play and work outside in their own area. You also told me that you feel safe in school and that everyone cares for you. You enjoy the activities and visits you take part in and the responsibilities you have. Some of you, however, would like more 'formal' responsibilities in school rather than having to wait until you are in Year 5 or Year 6. Most of you behave well and work hard in lessons. But, some of you find your work too easy and get a bit fed up when you are not challenged to think really hard and apply what you know to new or different tasks and problems. Most of you try your best and because your teachers make your lessons enjoyable, you do well in your different subjects, particularly in reading. Writing is an area where you could do even better.

Last year the headteacher, who had been with you for some time, left to go to another school and you had two acting headteachers in the summer term. Your new headteacher has just started and she is going to carry on the good work that you have all put in place to make your school a good school. The governors and your new headteacher are also going to sort out who will be in charge of the school if and when she is not there. So, these are things that I think could be better in school and I would like you to work hard with your teachers to make them good too.

- I am asking your teachers to make sure you always do the best you can in your writing.
- For those of you who sometimes find work too easy, I want your teachers to make sure you are challenged to do your best at all times.
- I am asking your governors and headteacher to sort out who will be in charge of school whenever your headteacher is not there.

Thank you very much for making me so welcome when I visited you. I wish you all the best for the future.