

# West Byfleet Infant School

## Inspection report

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<b>Unique Reference Number</b>	125003
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315117
<b>Inspection date</b>	7 May 2008
<b>Reporting inspector</b>	Sue Vale

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	180
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Cross
<b>Headteacher</b>	Mrs Shirley James
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Camphill Road West Byfleet KT14 6EF
<b>Telephone number</b>	01932 343 260
<b>Fax number</b>	01932 356 481

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<b>Age group</b>	4-7
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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how well pupils in each class progress, standards reached by pupils, the accuracy of leaders' self-evaluation of the school, pupils' personal development and the care, guidance and support for pupils. She gathered evidence from records of pupils' attainment, samples of pupils' past work, observations in lessons and round the school, meetings with staff, governors, parents and pupils and an analysis of 114 responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

West Byfleet Infant School is a two-form entry infant school situated in the centre of West Byfleet, which is a community with a strong commuter function. The catchment area includes a small number of children from local authority housing but most come from owner occupied housing. There is an independent nursery school on site and about half transfer into Reception. West Byfleet Infant School adjoins the separately run junior school. It shares a site but not school grounds apart from the front parking area.

The admission of summer born children full time in January was a new policy for 2007-8 and the impact is being evaluated. There are two pupils with statements of Special Educational Needs - below the national average. The percentage of pupils with learning difficulties and disabilities is also below the national average.

The percentage of pupils' eligible for free school meals, and those new to learning English, are both also below the national average. The majority of children come from white British backgrounds.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

West Byfleet Infant School is an outstanding school, where pupils are very happy and thrive both academically and socially. Pupils benefit from exceptionally strong care and support. As one parent noted, summing up the views of many, 'the school provides a warm, caring and nurturing environment which encourages children to feel safe, valued and confident.' Consistently good quality teaching helps pupils to reach high standards and to make outstanding progress in their learning.

Parents and the inspector agree that pupils are very well prepared for their future lives and most achieve exceptionally well. All but a very small minority of parents cannot praise the school highly enough. Pupils enjoy coming to school and say that staff are kind to them, they have plenty of friends, and that they know who they could go to if they have a problem. Despite, encouragement by the school, there are children from a few families who do not attend regularly enough. This is a shame as they are missing out on all the fun things that happen.

At the core of this successful school is the impressive way everyone involved with the school work closely together as a team. All staff and governors share the same vision; for pupils to do as well as possible whatever their ability or background. The headteacher drives the work of the school exceptionally well. Clear vision, high expectations and commitment to helping staff to develop is central to the way the school works. The school has made exceptional progress since the last inspection and consequently has outstanding capacity to continue to improve. The school's evaluation of its work, as conducted by all leaders including governors, is excellent. The quality of teaching and learning is checked thoroughly. Staff and governors know exactly how well pupils are doing, and what areas need to be developed further. This very effective collaborative working adds to the good teaching and is a significant factor in the outstanding progress made by pupils.

The school has maintained exceptionally and consistently high standards since 2003. From pupils' broadly average starting point, their progress is outstanding in reading, writing and mathematics. In particular, a much higher than average number gain the higher Level 3 in reading, writing and mathematics. Leaders have set very challenging end of year targets for improvement in all subjects. The achievement of pupils with learning difficulties is also outstanding.

The combination of ability group teaching in Year 1 and in Year 2 for both literacy and mathematics, an excellent focus on basic skills and superb relationships helps pupils to learn quickly. Lessons are exceptionally well planned and pupils are encouraged to think and explain their ideas well. The excellent work by skilled teaching assistants aids pupils' learning. Pupils develop confidence and self-esteem. Learning is supported by a variety of interesting activities, visits and extra clubs. Pupils' really enjoy their learning. As members of the school council commented, 'learning is fun in this school.'

The curriculum is excellent; for the last three years the school has focused on developing and increasing the element of creativity. This has had a major impact on pupil's enjoyment of learning. Leaders have rightly reviewed the curriculum and offer a more child centered approach to learning when children leave the Reception classes and enter Year 1. The curriculum is enhanced by an increasing number of clubs and support groups on offer such as the 'marvellous maths' club and 'Huff and Puff' club. Pupils comment on how much they enjoy the extra-curricular activities.

The care which children receive is outstanding. The vast majority of parents commented positively on this aspect. For instance, 'the children flourish both emotionally and educationally in this caring environment,' and 'this lovely school provides children with a great start in their education.' are just two of the huge number of positive responses received from parents. The school has trialled a new method of assessing the progress which pupils make this year. Whilst this assessment of learning is thorough, it does not clearly show the number of levels of progress which the pupils have made year on year. Teachers do set targets for pupils to aim for in literacy and mathematics within their ability sets. However, these are set as group targets with a number of children sharing the same target. In discussion with the pupils, they were not clear what their targets were nor about how they could improve their own work.

Pupils show respect for others. They follow rules well and almost all pupils behave outstandingly well. Pupils make an excellent contribution to the school community, and there are increasingly closer links to the junior school which shares the same site and to which the majority of children transfer. Pupils develop an excellent awareness of how to be fit and healthy through the work they have done to achieve Activemark (for sports) and Healthy school status.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

When children join the school, their skills are broadly in line with what is usually expected, although they do not score as highly in communication, language and literacy skills. Children make very rapid progress during their time in the Reception classes. Many reach high levels in their skills and knowledge, and achieve the Early learning Goals expected of them by the time they are ready to join Year 1. Children quickly learn to work collaboratively, as seen when building their bridges for the 'Billy Goats Gruff' to cross, talk about their learning enthusiastically, follow the school rules and show their initiative. There is a very good balance between direct teaching, independent activities and learning through play. This ensures that children enjoy school and achieve very well.

### **What the school should do to improve further**

- Improve assessment so that pupils are given clear individual targets to support and help them to understand what they need to do to improve the next step of their learning, across all subjects.
- Encourage better attendance for some pupils.

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## Annex A

## 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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

19 May 2008

Dear Children

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

You may remember that a school inspector came to your school recently. Thank you for being so friendly. I am writing to let you know what I found out. When I was in school, I heard your teacher saying 'make me proud' and you did - well done.

Your school is outstanding, which means that it does most things really well. There is not much to be done to improve your school.

- You work hard and behave very well.
- Your teachers make sure that you learn new things quickly.
- You clearly enjoy coming to school.
- I especially enjoyed talking to you and seeing your work.
- I agree with you and your parents that the adults are caring and help you to do well.
- You do very well in all of your subjects and this means that you learn important skills for the future.
- Your teachers make sure that you are doing much better than many other children in other schools.
- The school has excellent leaders.

I have asked your headteacher and all of the adults to:

- improve assessment so that you are given clear individual targets to support and help you to understand what you need to do to improve the next step of your learning
- encourage better attendance from some children.

Keep up the excellent work and well done!

Yours sincerely

Sue Vale

Lead Inspector