

West Bretton Junior and Infant School

Address: Bretton Lane, WF4 4LB

Unique reference number (URN): 108167

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

The school places great emphasis on the importance of attendance. Leaders are rightly proud that pupils attend regularly. Absence rates sit well below national averages, and overall attendance remains consistently high. If a pupil begins to miss school, staff take swift action to find out why. They work well with families to address any barriers and provide support. This prompt action is proving successful in helping pupils maintain high rates of attendance. Pupils across the school attend far more regularly than is typical nationally.

Pupils conduct themselves extremely well. They know what the school expects of them, and they live up to these expectations. Pupils enjoy their lessons and concentrate carefully on tasks. Disruption to learning is very rare. Relationships across the school are warm and respectful. Pupils look out for one another and work together with genuine care. Staff manage behaviour with calm consistency, noticing any concerns early and resolving them quickly. This is because leaders ensure that staff are well trained to manage behaviour. Pupils who need help with their behaviour receive tailored support. Bullying is rare, and the whole community is clear that it has no place here.

Early years

Strong standard ●

Children make a flying start in the early years. The curriculum stimulates their curiosity and imagination. Nothing is left to chance. Staff have a clear focus on developing children's communication and vocabulary. They use every opportunity to engage children in high-quality interactions that extend their knowledge and address gaps in learning. Children have many opportunities to practise and apply their learning through play. By the end of Reception, they are very well prepared for the next stage of learning.

Through the curriculum, children practise and develop their skills. For example, in Nursery, children learn to control big body movements through jumping and balancing as well as strengthening their finger and hand control, ready for writing.

Children sing songs and rhymes throughout their time in early years. This starts in Nursery where children sing along enthusiastically, as well as learning about the sounds in words and how to rhyme. This ensures that children are ready to learn phonics in Reception. Children in Reception use phonics well to work out unfamiliar words. They practise this skill while reading books that match their phonics knowledge.

Partnership with parents is a strength. Staff provide clear guidance to support parents. This helps children settle quickly and form positive relationships with staff.

Inclusion

Strong standard ●

Leaders ensure that effective systems are in place from the early years so that pupils' needs are identified quickly. Staff have the expertise to use a comprehensive 'toolkit' to make sure that pupils with special educational needs and/or disabilities (SEND) receive the right

support. 'Support me to learn' plans are used effectively to make sure that pupils' needs are addressed and barriers to learning removed. Leaders use advice from external agencies astutely. They rigorously monitor this support, and adjust it when needed, to ensure it is effective. Consequently, pupils with SEND make positive progress from their starting points and achieve well.

The school is acutely aware of the individual needs of disadvantaged pupils. Leaders put in place bespoke support for pupils. Staff receive training on relevant interventions, the impact of which is closely monitored. This ensures that disadvantaged pupils achieve well, and in many cases, as well as all pupils nationally.

Personal development and wellbeing

Strong standard 

The school's programme for personal development is implemented in a highly systematic way. The curriculum has a meaningful and positive impact in helping pupils' relationships and interactions with others. All pupils develop a strong grasp of social and cultural issues through personal development themes and subjects that they study through the curriculum. Pupils learn about different cultures and relationships. They know the importance of staying safe online. The school enhances pupils' understanding of life in modern Britain through classroom debates and discussions that stimulate their thinking. This includes learning the importance of listening to others and tolerating opinions that are different to their own.

Pupils benefit from a broad range of experiences that stimulate their interests and talents. Most pupils engage in extra-curricular clubs that spark these well. There is something for everyone. Leaders ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities take part regularly. In addition, pupils participate in a very well-coordinated range of trips and visits that enhance their understanding of the curriculum. For example, by visiting a Roman fort, some pupils deepened their knowledge of Roman military tactics.

The school is proactive and systematic in identifying and arranging pastoral support. At the heart of this work is staff's deep knowledge of each pupil. They care about every pupil and work deliberately to boost pupils' self-esteem and confidence. This work begins right from the start in the early years. Pupils work actively to put the school's values into practice. They show determination and perseverance, learning the importance of sticking at tasks. Leadership roles, such as 'well-being warriors', head pupils and the student council, build pupils' confidence and independence. These roles help pupils to see democracy in action. They learn how democracy works by gathering views, debating ideas and making real decisions about school life.

Expected standard

Achievement

Expected standard 

Leaders are relentless in the pursuit of pupils becoming fluent readers. This is evidenced by strong outcomes in phonics and reading. Leaders' work to improve standards in writing and

mathematics is making a difference. However, the improvements underway are not reflected in outcomes in writing by the end of key stage 2. Because of small cohort sizes, there can be variation in outcomes year on year. Outcomes can also be impacted by some pupils leaving school at the end of Year 5 to go to middle school.

Throughout the school, leaders focus on pupils gaining strong foundations for learning, for example in reading and mathematics. This starts with the focus on speaking and listening skills in Nursery, and specific targeted work with identified pupils underpins this. Across most subjects, pupils progress well through the school's curriculum. They gain a breadth of knowledge and are prepared well for their next stage of education.

Curriculum and teaching

Expected standard 

Leaders ensure that pupils experience a broad, well-designed curriculum. They have thought carefully about how learning progresses in mixed-age classes and have built sequences of learning that develop knowledge logically over time. As a result, pupils deepen their understanding as they move through each subject. Overall, leaders ensure that staff have the right skills to deliver the curriculum well. Staff adapt tasks carefully so that pupils with special educational needs and/or disabilities work towards the same ambitions, with adjustments tailored to individuals' needs. Staff typically make regular checks of pupils' understanding and address misconceptions quickly. Across the school, this careful planning and effective teaching combine to ensure that pupils learn well and gain the understanding they need to take the next steps of their education.

The school places sharp emphasis on ensuring that pupils secure strong foundations to learning. Staff prioritise early reading, writing and mathematics so that younger pupils gain the core knowledge they need. Pupils quickly become fluent readers and mathematicians. However, there is still work to be done to ensure that the curriculum and teaching enables pupils to write as fluently and spell as accurately as leaders intend.

Leadership and governance

Expected standard 

Leaders understand the school's specific context well. They make sure that the school is improving in areas where it needs to do so, resulting in some rapid development. Leaders have high expectations of pupils and are determined for all pupils to thrive at school. The needs of pupils are at the heart of all decision-making.

Leaders work productively with staff and make sure that their workload and wellbeing are considered. They agree that leaders role model professionalism and high expectations. The school's professional learning programme is coherently planned to ensure that staff, including early career teachers and those new to the school, build their expertise. Staff say that they feel valued whatever their role is.

Governors are passionate and highly committed to the school. They are determined that all pupils should get a good deal. They maintain effective oversight of the school. Governors ensure that leaders have identified the right priorities and that progress is made against these.

Governors are outward-looking. They make sure that leaders identify effective professional learning for all staff. This includes strong links with external partners and the local English and mathematics specialist hubs. Governors regularly visit school and check on the impact of this work.

Parents are very positive about all aspects of the school's work. They are particularly positive about the nurture and support their child receives, especially those with special educational needs and/or disabilities. Parents feel well informed and involved in school life.

What it's like to be a pupil at this school

West Bretton school thrives as a close-knit community where staff know pupils and families well. Leaders use this detailed knowledge to set high expectations for every child and remove any barriers to their learning. Pupils feel safe and achieve well because leaders understand their needs and act quickly to support them. Attendance is consistently high because pupils enjoy learning and playing together.

Pupils behave very well. Staff and pupils have warm and positive relationships. Pupils engage enthusiastically in lessons and play cooperatively outside. They love to talk about their learning. Pupils learn to share and resolve problems by 'talking it out'. This helps pupils understand their own and others' behaviour. Pupils trust staff to help them with any rare issues that arise.

The 'West Bretton Way' teaches pupils values such as respect, kindness and integrity. These principles guide all aspects of school life. Pupils learn about physical and mental fitness and practise these skills throughout the week. When pupils feel worried, they can work with Woody, the school's therapy dog, for extra support.

Leaders ensure that pupils are well prepared for their next steps in education both educationally and socially. A wide range of rich activities nurtures pupils' talents and interests. For example, the 'West Bretton Passport' offers experiences such as sewing, cooking and residential visits, to name but a few. Leaders help pupils with specific talents by linking them with local sports clubs. Pupils engage in debates regarding local and national issues. The school contributes positively to the local community. Pupils have even showcased 'The West Bretton Bee' at a nationally recognised horticultural show.

Parents speak highly of the school. One parent summed up the views of many when they commented, 'This school cares about each child and encourages and nurtures them to be their best selves.'

Next steps

- Leaders should ensure that staff consistently enable pupils to secure and apply important writing skills, such as handwriting and spelling, in English lessons and across the curriculum.
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About this inspection

The chair of the board of governors in this school is Sue Earnshaw.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the headteacher, assistant headteacher and other leaders during the inspection. The lead inspector spoke with members of the governing body, including the chair of the governing body. He also spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection. A new headteacher has taken up post.

Headteacher: Ellen Firth

Lead inspector:

Barry Yeardsley, His Majesty's Inspector

Team inspector:

Jonathan Leonard, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 25 November 2025

School and pupil context

Total pupils

111

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

120

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

3.96%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.90%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

22.52%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25	50%	62%	Below

Year	This school	National average	Compared with national average
2023/24	67%	61%	Close to average
2022/23	53%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Above
2024/25	83%	75%	Above
2023/24	83%	74%	Above
2022/23	73%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	72%	Below
2024/25	58%	72%	Below
2023/24	75%	72%	Close to average
2022/23	53%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	73%	Above
2024/25	67%	74%	Below
2023/24	83%	73%	Above
2022/23	100%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25		47%	
2023/24		46%	
2022/23	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25		63%	

Year	This school	National average	Compared with national average
2023/24		62%	
2022/23	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25		59%	
2023/24		58%	
2022/23	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25		61%	
2023/24		59%	
2022/23	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25		69%	
2023/24		67%	
2022/23	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24		80%	
2022/23	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25		78%	
2023/24		78%	
2022/23	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24		79%	
2022/23	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	3.0%	5.1%	Below
2023/24	3.9%	5.5%	Below
2022/23	3.7%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	1.1%	14.3%	Below
2023/24	1.1%	14.6%	Below
2022/23	2.2%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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