

West Park Primary School

Inspection report

Unique Reference Number	131153
Local Authority	Wolverhampton
Inspection number	360219
Inspection dates	8–9 March 2011
Reporting inspector	Gerald Griffin

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	The governing body
Chair	Richard Ashwell
Headteacher	Caroline Godfrey
Date of previous school inspection	15 January 2008
School address	Devon Road Whitmore Reans, Wolverhampton WV1 4BE
Telephone number	01902 558238
Fax number	01902 558240
Email address	westparkprimaryschool@wolverhampton.gov.uk

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons taught by seven teachers. They observed assemblies, break times and held meetings with members of the governing body, staff and groups of pupils. Parents and carers at the school gate were spoken to informally. Inspectors observed the school's work, and looked at progress records, teachers' lesson plans, pupils' work, school improvement plans, policies and reports. They analysed completed questionnaires returned by 35 parents and carers, eight staff and 113 pupils.

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

- Do Pakistani pupils make enough progress at Key Stage 1?
- Does teaching sufficiently challenge all groups of pupils?
- Do improvement plans have sufficient rigour to ensure progress is good for all children and pupils?

Information about the school

West Park is a larger-than-average-sized primary school. One quarter of pupils are from Indian heritage homes and one quarter are from Pakistani heritage homes. The remainder come from a wide range of ethnic heritages. The majority speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. Most of these have moderate learning difficulties or behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is above average. The number of pupils who join the school other than at the normal time is above average. The Early Years Foundation Stage provision comprises morning and afternoon Nursery classes and a Reception class. The school has recently gained a number of awards including Activemark.

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. Pupils are well behaved, polite and courteous to adults and to each other and grow into mature young people. They feel very safe and enjoy all aspects of school and, as a result, most of them attend very regularly. Parents and carers are very pleased with the standard of education the school provides. Typically one parent wrote, 'My child loves school and is very happy. The teachers keep me well informed about her progress and do their best to sort out any worries that I have about her education.'

Under the determined leadership of the headteacher, the school has improved strongly since the last inspection. Successful plans have raised attainment, which is average. In years 1 to 6 progress has accelerated and is good. Aspects of pupil's personal development that were previously good are outstanding, as is care, guidance and support. Leadership is good and its rigorous monitoring of the school's performance provides leaders with secure and accurate information for self-evaluation. This leadership record shows the school has a good capacity to improve further.

Parents and carers are happy with the arrangements which mean that children settle quickly into the routines of school in the Nursery classes and Reception. Although progress in the Early Years Foundation Stage has improved over the past two years, it is satisfactory rather than good. This is because independent work chosen by pupils is not consistently challenging enough. Furthermore, leaders do not make sufficiently good use of data to check children's progress and pinpoint where improvements to teaching and learning can be made.

In Years 1 to 6, relationships in lessons are positive and pupils work hard. Teaching makes good use of data to plan work that challenges well all groups of pupils. Teaching is not yet outstanding because it does not always sustain a rapid pace to learning throughout lessons. Typically, this happens when introductions last too long.

The curriculum supports aspects of personal development well and has made a significant contribution to improvements in progress in English and mathematics. The staff use their detailed knowledge of each child expertly to provide them with a high standard of pastoral care.

What does the school need to do to improve further?

- Improve progress in the Nursery and Reception classes so that it is good by:
 - providing work for children to choose that sufficiently challenges them
 - ensuring leaders make good use of assessment data to plan where improvements to teaching and learning can be made.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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- Sustain a rapid pace of learning throughout lessons in Years 1 to 6 by ensuring introductions do not last too long

Outcomes for individuals and groups of pupils

2

Attainment on entry to the school is low. All groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, enjoy learning, and their achievement is good. Pupils who arrive part way through their primary education and those who are known to be eligible for free school meals also make good progress. The learning observed in lessons was consistently good. For example, in a Year 3 lesson in which pupils were planning a story using myths and legends from Roman life, they were keen to learn and took pride in their work. Pupils were curious and enjoyed answering teachers' questions, which were effective in promoting their self-confidence, communication skills and understanding. They used self assessment well to judge the quality of their work and to understand how it can be made better. Mostly, pupils concentrate well in lessons but sometimes their attention wanders when the pace of their learning slows. Their proficiency as independent learners is developing effectively, particularly when they work with their peers in solving problems for themselves and making decisions about the direction of their investigations. Pupils take a good measure of responsibility for their progress by comparing their current working levels with the challenging ones that they are expected to attain.

The progress of pupils with special education needs and/or disabilities who have moderate learning difficulties is good because the school's support quickly improves their reading skills. This promotes their learning well because they clearly understand written instructions and can research facts and ideas from books independently. Those who have behaviour difficulties receive good personal support from adults that ensures they concentrate well on their learning tasks and work hard. The progress of Pakistani pupils, which was slower than their peers in Years 1 and 2 last year, has accelerated and is good. This is because the school has provided them with more opportunities to link letters to the sounds they make, which has strongly improved their reading and understanding of text.

Attainment in reading has risen because pupils make good progress in recognising letters and the sound they make and the successful programme that encourages pupils to read at home. Attainment in writing has risen because plenty of time is provided for pupils to talk about and plan pieces, for example, stories, reports and plays before they put pen to paper. In mathematics, attainment has risen as a result of good opportunities to practice and develop calculating skills. Their solving of mathematical problems is a relative weakness.

Pupils say that incidences of bullying are rare and are confident that the school deals with any cases quickly. Pupils have an outstanding understanding of how to keep themselves safe, for example on the internet. Pupils do their best to take plenty of exercise, which reflects the school's national Activemark award. They are committed to eating a healthy diet. All pupils are very keen to accept responsibility both in and out of school. For example, pupils act as buddies to pupils that arrive part way through the school year. They take responsibility to write newsletters for parents and carers about their generous response to fund-raising events and organise meetings for shopkeepers and businesses to promote community cohesion in the local area. Average standards and positive attitudes to school means that pupils' preparation for secondary school is satisfactory. Pupils reflect maturely on their actions and those of others. A strong moral code supports their good

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behaviour. They readily help each other and share apparatus. They have a well-developed understanding of the diversity of British culture.

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	3
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	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teachers use resources such as computers well to engage pupils and develop their understanding. Teachers' questions are challenging and make pupils think hard. Occasionally, the pace of learning slows because some members of the class are not fully stretched. Teaching assistants help pupils with special education needs and/or disabilities concentrate on their work. They provide them with individual help to improve their reading, vocabulary and calculation so that they make good gains in these basic skills. They keep records of every child's progress which are passed to the teacher; these make a valuable contribution to planning challenging next steps. Marking and other feedback provides pupils with clear and specific advice on how they can make their work better.

Lively assemblies, in which pupils have many good opportunities to reflect on their feelings, promote spiritual development well. While the curriculum is promoting good progress in English and mathematics, there are not enough opportunities for pupils to practise solving mathematical problems. A good range of clubs and educational visits adds to pupils' enjoyment of school and broadens their horizons.

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Pupils readily approach a member of staff with a problem because they are very confident that their worries will be quickly resolved. Pupils with special educational needs and/or disabilities are provided with sensitive support. The school makes regular and robust checks to ensure that only those who need support are on the special needs register. Staff work very closely with outside agencies to assess specific needs and develop learning programmes for pupils at the early stages of learning English. The school provides effective support and guidance for a significant minority of its families who face challenging circumstances; this has helped strongly to improve behaviour and attendance across the school. Pupils who arrive part way through their primary education are given a warm welcome and settle quickly into the routines of school. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is very effective.

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?

Leaders articulate clearly the school's challenging targets and these are enthusiastically embraced by the staff. Their checks on pupils' progress are very regular and effective. These ensure appropriate tasks are quickly provided for any whose progress slows so that they can catch up with missed work. Leaders have provided successful training that has sharpened teachers' skills; for example, in teaching reading by linking letters to the sounds they make. The good governing body works hard on behalf of the school. Its understanding of data means that it is challenging the school robustly over the quality of teaching and learning across the school.

The improved progress of Pakistani pupils at Key Stage 1 shows that the school's equal opportunities policies have a positive impact. Safety and safeguarding are given a high priority. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with pupils are rigorous. Lessons on safety and safeguarding provide pupils with a very secure understanding of how to keep themselves safe. The school is a happy and harmonious community in which pupils from all backgrounds integrate well. Its promotion of wider community cohesion is developing strongly. For example, the school promotes regular meetings of local small businesses to discuss the needs of the local area. The school has close links with a school in rural Shropshire and is developing ties with a community in Senegal to extend further pupils' understanding of diversity.

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These are the grades for 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	2
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

Progress in the Nursery and Reception classes is satisfactory in all areas of learning. It is improving, especially in children's personal development. Children are well cared for, very safe and enjoy school. Parents are pleased with the advice they are given that helps them support their child's learning at home.

Teachers plan work that children find interesting and relevant. For example, children were thoroughly engrossed in their mini beast topic and, in a lesson seen, they were excitedly investigating the differences between insects and spiders. The progress of groups that were working with adults was at least satisfactory and sometimes good because the work planned ensured children took appropriate next steps. The progress of children who choose to work independently is sometimes too slow because the activities provided for them are not always sufficiently challenging. Teaching makes satisfactory use of both the indoor resources and outdoor learning area to engage and promote learning. However, resources and wall displays in both areas do not sufficiently promote children's development of reading, writing and number skills.

Leaders are successfully providing professional development for adults in the setting about how young children learn, which is improving children's progress. The school's plans to make better use of data to strengthen its evaluation of progress in order to identify where further improvements can be made, are appropriate, as this is an area that has not been fully developed.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A much smaller than usual proportion of parents and carers returned a questionnaire. Their comments say that their children are very safe, enjoy school and are very well cared for. Inspection findings support these positive statements. A few parents and carers thought that the school does not do enough to help them support their child's education at home. The inspection found that the school provides classes for parents and carers to explain how their child learns English and mathematics and how they can support them in these subjects at home. It also provides leaflets and family learning sessions to encourage parents and carers to support learning at home. Several parents and carers said they felt the school does not take sufficient account of their views. The inspection found that the school accommodates parents' and carers' wishes whenever it can and does its best to explain why not if the request has to be refused.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Park Primary 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 261 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	60	14	40	0	0	0	0
The school keeps my child safe	22	63	13	37	0	0	0	0
My school informs me about my child's progress	17	49	16	46	1	3	0	0
My child is making enough progress at this school	14	40	18	51	1	3	0	0
The teaching is good at this school	15	43	19	54	0	0	0	0
The school helps me to support my child's learning	16	46	16	46	2	6	0	0
The school helps my child to have a healthy lifestyle	15	43	17	49	2	6	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)	14	40	19	54	0	0	0	0
The school meets my child's particular needs	12	34	21	60	2	6	0	0
The school deals effectively with unacceptable behaviour	13	37	21	60	0	0	1	3
The school takes account of my suggestions and concerns	10	29	20	57	3	9	0	0
The school is led and managed effectively	17	49	17	49	0	0	0	0
Overall, I am happy with my child's experience at this school	20	57	14	40	1	3	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 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 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.

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.



10 March 2011

Dear Pupils

Inspection of West Park Primary School, Wolverhampton, WV1 4BE

Thank you for being so polite and friendly when we inspected your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed the assembly led by Class 2. You are rightly proud of the school's happy atmosphere in which you all get on so well together. West Park is a good school. Here are some of the things we found out.

You get off to a happy start in Nursery and Reception.

You told us you enjoy school and feel very safe and secure.

You work hard in lessons and make good progress.

Your behaviour is good.

The way in which you take responsibility in school and in the local community is outstanding.

You have good relationships with your teachers.

The curriculum provides you with plenty of exciting clubs and visits, which you enjoy.

Adults look after you very well and are always ready to help you.

The headteacher and staff are working together to make the school get better.

We have asked the school to do the following two things to help you all do even better in your learning.

In the Nursery and Reception classes, to improve the progress of children by making sure that the activities they choose make them work hard and by ensuring adults fully know how their learning can be made better.

In Years 1 to 6, ensure learning always proceeds at a rapid pace so that you are always fully stretched.

All of you can help the school by continuing to try your best in lessons, behaving well and attending regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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