

# Whitgreave Infant School

## Inspection report

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<b>Unique Reference Number</b>	104298
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	355555
<b>Inspection dates</b>	6–7 July 2011
<b>Reporting inspector</b>	Joanne Olsson HMI

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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Cross
<b>Headteacher</b>	Carol Gillen
<b>Date of previous school inspection</b>	27 September 2007
<b>School address</b>	Low Hill Crescent Low Hill, Wolverhampton WV10 9HS
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Twelve lessons led by eight teachers were observed. Inspectors also observed pupils at play. Meetings were held with groups of pupils, representatives of the governing body, senior leaders and managers and a local authority officer. Inspectors observed the school's work and looked at a range of documentation, including arrangements for safeguarding, information about pupils' attainment and progress and pupils' books. They considered the responses to questionnaires from staff, pupils and 65 parents and carers.

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

- Are current Key Stage 1 levels of attainment being maintained and are all pupils, including the more-able and those with special educational needs and/or disabilities, making consistently good progress across the school?
- Are children in the Early Years Foundation Stage making consistently good progress in all areas of learning in order to narrow the gap between their attainment on entry and national expectations by the end of Reception?
- Is the quality of teaching and the use of assessment consistently good enough to secure good pupil progress and further raise standards in all core subjects, particularly in reading?
- Is the role of all leaders, including governors, sufficiently well developed to drive improvements in provision, leading to good achievement in all core subjects?

## Information about the school

This is an average-sized infant school. The large majority of pupils are from White British heritage. The percentage of pupils from minority ethnic groups is above average. The proportion of pupils who speak English as an additional language is below average. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils with special educational needs and/or disabilities and the proportion of pupils with a statement of special educational needs is below national norms. The school has received a number of awards, including: Healthy Schools status and the Activemark. Since the last inspection there has been considerable staffing instability.

**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

Whitgreave Infants is at the heart of its community. The success of this good school lies in warm and caring relationships, outstanding partnerships and a sharp focus on pupils' well-being, enjoyment and learning. Pupils enjoy school and speak positively about their experiences. Year 2 pupils, although excited at their imminent transition to the junior school, say they will be very sorry to leave Whitgreave and their teachers behind. Parents and carers are overwhelmingly supportive of the school. The positive views of almost all parents are summed up in the comment, 'This is a very good school; I would recommend it to other parents'.

Children enter Nursery with skills and knowledge that are much lower than those typical for their age. They make consistently good progress across the Early Years Foundation Stage and Key Stage 1 and leave Year 2 with attainment levels that match the national average. Although pupils' overall achievement has improved since the last inspection, not enough pupils are attaining the higher levels in reading and writing. Pupils with special educational needs and/or disabilities make good progress from their starting points because of the precise support they receive in classrooms from skilled teaching assistants. Pupils' well-developed basic skills and positive attitudes to learning mean they are willing to tackle new challenges and work hard. Attendance is improving for some groups of pupils. However, not enough pupils, particularly the youngest children, attend school on a regular enough basis. As a result of average attendance rates and strong personal qualities, pupils are adequately prepared for the next stage of their education.

Teachers plan lively and exciting lessons which capture the pupils' interest and fire their enthusiasm for learning. Assessment information is used well to match tasks to most pupils' needs, although the activities for the most able pupils sometimes lack challenge. Key skills such as handwriting, grammar, punctuation and knowledge of the sounds letters make are systematically taught across the school. However, teachers do not always provide enough opportunity for pupils to read for purpose and pleasure or to write at length across a range of subjects.

Good leadership by the headteacher, ably supported by a strong leadership team and governing body has successfully maintained a focus on pupils' academic and personal achievement through a period of instability. As a result of decisive action, weak teaching has been eradicated; pupils' attainment has risen and all of the issues raised at the last inspection have been fully addressed. This good track record, along with strong systems for monitoring the work of the school, contributes to the school's good capacity to secure further sustained improvement.

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## What does the school need to do to improve further?

- Raise pupils' achievement, particularly for the more-able pupils, by:
  - providing greater opportunities for pupils to read with fluency and understanding through reading for purpose and pleasure
  - providing more opportunities for pupils to write for sustained periods of time across a range of subjects
  - ensuring that activities for the more-able pupils precisely match their needs and provide appropriate challenge
  - ensuring greater opportunity for pupils to work independently across the whole school.
- Improve the attendance of all groups by building on the positive relationships with parents and carers so they become partners in their children's learning

## Outcomes for individuals and groups of pupils

**2**

Pupils show enthusiasm for their learning. They are keen to participate and most work at a good pace. In a Year 2 letters and sounds session, pupils excitedly converted words into the past tense, confidently explaining the reasons for their choices. They relished the challenge of working within a time limit and showed good concentration in completing the task. In a Year 1 mathematics session, pupils used resources very well to help them to solve subtraction problems. They worked cooperatively and were willing to listen to others and share their ideas. They proudly discussed their work and showed evident delight in their achievements. Activities such as these ensure pupils become confident and articulate learners who are willing to tackle challenges and persevere until they achieve success.

Pupils' academic achievement is good. The end of Key Stage 1 outcomes have improved and are higher than at the last inspection. Good progress in reading, writing and mathematics result in attainment levels that match the national average. Pupils' achievement in writing is stronger than in reading. Pupils enjoy reading but they do not have enough opportunities to read for purpose and pleasure. More-able pupils make good progress but the proportion of pupils attaining the higher levels in reading and writing is below average. This is because they do not always receive enough precise challenge. In addition, the opportunities for pupils to write for a sustained period of time are limited in some classes. Pupils who speak English as an additional language and pupils from minority ethnic groups make good progress from their starting points because of the whole-school focus on basic skills.

Work in lessons, in books and the school's own information on pupils' progress show almost all pupils are making better than expected progress. Intervention programmes are used effectively to support pupils at danger of falling behind. As a result, there is little variation in the achievement of different groups.

Pupils' thoughtful and considerate behaviour makes a significant contribution to their learning. They listen attentively and show respect to adults and to other pupils in classrooms and around the school. Pupils say they feel safe and they are confident any issues they raise will be swiftly resolved. Pupils know how to keep themselves safe, for example, they understand what they should do if they are approached by a stranger. Their

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understanding of how to keep themselves safe when accessing the internet on personal computers is not as strong. Pupils know the importance of adopting a healthy lifestyle and they talk with enthusiasm about the range of physical activity they participate in. Pupils' social, moral, spiritual and cultural development is good. This is evident in their enthusiasm for learning; in the care and consideration they show to each other and their sense of right and wrong. Their cultural development is strong because they have access to a wide range of cultural activities. However, their understanding of other cultures is less well developed. Pupils are keen to take on responsibilities in school. Although they are involved in fundraising, they have fewer opportunities to contribute to the wider community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?**

Trusting relationships result in calm and welcoming learning environments in which pupils are willing to share their ideas without any concerns of 'getting it wrong'. Lessons are purposeful because teachers have high expectations and good subject knowledge. Teachers know what the next steps in learning are for different groups and ensure activities meet these needs. This practice is particularly effective for pupils of average ability and for those pupils with special educational needs and/or disabilities. It is less well developed for those pupils who are more-able. Day-to-day assessment is used well to re-shape tasks and explanations. A whole-school approach to developing basic skills is

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consistently delivered by all teachers. The teaching of letter-sound knowledge is systematic and effective. In the best lessons, time is used well to provide pupils' with ample opportunity to work independently for sustained periods of time. However, this is not consistent across the school. Teachers' marking is thorough and provides pupils with effective guidance on how to improve their work further.

The well organised curriculum provides good opportunities for teachers to link subjects together and to use pupils' interests as the main driver for planning. As a result, activities are more meaningful, relevant and responsive to the pupils' needs. Opportunities for pupils to use and practise their skills in information and communication technology are well developed. A good range of visits and visitors enhance pupils' learning.

Almost all pupils agree that adults in the school care about them. Established links with a wide variety of partners and external agencies have enabled the school to provide specific support to individuals in order to help them to access learning. Transition arrangements both into the school and to the junior school are well developed so pupils make these changes with confidence and enthusiasm. A wide range of strategies are used to encourage regular attendance and punctuality and to monitor absence rates. These secure systems have been successful in improving the attendance of some groups of pupils, for example, those pupils who had the highest absence rates now attend school more regularly. However, this has had less impact on other groups within the school. Senior leaders and managers acknowledge this is because their work to involve parents and carers as partners in pupils' learning is not fully embedded.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Strong and determined leadership by the headteacher has enabled the school to make a swift recovery following a period of staffing instability. Her ambition for the school is shared by all school staff and members of the governing body and, as a consequence, there is a common sense of purpose and commitment to improving the school further. The increasingly effective leadership team have a very good understanding of their individual and collective responsibilities. They all make a significant contribution to setting appropriate priorities and to checking the work of the school. As a result, leaders and managers have a very accurate view of the school's strengths and weaknesses. The systems for monitoring the quality of teaching are robust as they lead to clear whole-school and individual action points and professional development. Consequently teaching has improved; whole-school systems such as the marking policy are consistently applied and basic skills are systematically developed. Members of the governing body provide

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good support and challenge. They monitor the work of the school carefully through regular meetings with key leaders and timely analysis of information relating to pupil outcomes. They have tackled challenging situations decisively to ensure pupils' learning and well-being is not adversely affected.

Positive relationships with parents and carers are fostered through regular opportunities for them to attend learning workshops and curriculum exhibitions and to share their views through questionnaires. The school's use of partnerships to support pupils' learning and well-being is exceptional. Partners are used to enhance almost every aspect of the curriculum, for example, the 'Food Dudes' healthy eating programme has supported pupils understanding of healthy lifestyles while the creative partnerships work has led to a more exciting and relevant curriculum. Thorough systems to monitor the academic achievement of all pupils are effective in ensuring equality of opportunity. Any gaps between groups are promptly identified and swift action is taken to ensure all pupils make good progress. All forms of discrimination are tackled appropriately and the school is a cohesive community. The school's strengthening links with community groups and partnership with a local primary school are having an effective impact in promoting community cohesion.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

When children join the Early Years Foundation Stage what they know and what they can do are much lower than expected for their age. Children's skills in communication, language and literacy and their personal, social and emotional development are particularly low. Almost all children make good progress from this starting point, although their skills and knowledge remain below average by the time they leave Reception. Children enjoy their learning and show imagination and curiosity. This was evident in the Nursery classroom as they searched for the 'lost lion'. They concentrate well and can work



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as part of a team or independently for a sustained period of time, although they are sometimes too reliant on adults to intervene and extend their play. Children enjoy books and are confident writers. In Reception, two children were absorbed in writing a letter to the park ranger in preparation for their forthcoming visit. They worked at a good pace, using their letter-sound knowledge to spell simple words and to tackle the names of insects they wanted to see during the trip.

Good quality teaching, varied learning opportunities and a purposeful and welcoming environment are enabling children to make good progress across all areas of learning. Good quality planning is informed by children's interests and on-going accurate assessment. As a result, activities are imaginative, exciting and well-matched to the needs of the children. Adults support learning well, particularly during adult-led tasks. This is because adults use questions effectively to encourage pupils to extend their ideas. On occasions, adults provide too much support. This limits children's ability to work independently or develop their speaking and listening skills.

Strong management systems have sustained progress in the Early Years Foundation Stage during a period of instability. The Early Years Foundation Stage leader in partnership with the headteacher has fully addressed the issues raised in the previous inspection and has strengthened the systems for assessing children's progress. As a result, children's outcomes have improved. Development planning is focused on appropriate priorities and a good understanding of strengths and weaknesses. Opportunities for parents and carers to attend 'Stay and Play' sessions and end of topic celebrations enable them to be involved in their children's learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 of the Early Years Foundation Stage	2

## Views of parents and carers

The return rate for parents and carers' questionnaires was slightly lower than is usual in primary schools. The overwhelming majority of parents and carers who returned the questionnaires were positive about almost all aspects of the school. All considered their children enjoy school and are kept safe. Parents and carers were also unanimous in their view that teaching is good at the school and that their children are making good progress. All parents and carers are happy with their children's experience at Whitgreave Infants. Inspectors found that the school provides a good standard of education and the procedures for keeping pupils safe are good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whitgreave 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 inspection team received 65 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	86	9	14	0	0	0	0
The school keeps my child safe	51	78	14	22	0	0	0	0
My school informs me about my child's progress	52	80	12	18	0	0	0	0
My child is making enough progress at this school	54	83	11	17	0	0	0	0
The teaching is good at this school	58	89	7	11	0	0	0	0
The school helps me to support my child's learning	46	71	18	28	1	2	0	0
The school helps my child to have a healthy lifestyle	48	74	15	23	1	2	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)	40	62	22	34	0	0	0	0
The school meets my child's particular needs	47	72	18	28	0	0	0	0
The school deals effectively with unacceptable behaviour	38	58	27	42	0	0	0	0
The school takes account of my suggestions and concerns	44	68	21	32	0	0	0	0
The school is led and managed effectively	48	74	17	26	0	0	0	0
Overall, I am happy with my child's experience at this school	55	85	10	15	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



8 July 2011

Dear Pupils

**Inspection of Whitgreave Infant School, Wolverhampton, WV10 9HS**

Thank you for the warm welcome you gave the inspection team when we recently came to inspect your school. All of the team found it a pleasure to talk with you, to look at your work and listen to views about your school. We consider Whitgreave to be a good school. The main things we found out about your school are listed below.

You all make good progress in reading, writing and mathematics. Your attainment is average by the time you leave the school.

You enjoy school; feel safe and trust the adults who care for you.

You have good attitudes to learning; you behave well and are considerate to others. You work hard during your lessons!

Teachers are good at making your learning interesting and fun.

Teachers mark your work regularly and help you to improve.

In order to make your school even better, we have asked the governing body to work with the headteacher and staff to focus on a few key areas. We have asked them to help you to make even better progress by giving you more opportunities to read and write and to have more chances to work on your own. We have also asked them to help you attend school more regularly.

We are sure that with such positive personal qualities you will help your teachers and headteacher to further improve the school. Please accept our best wishes for the future.

Yours sincerely

Joanne Olsson

Her Majesty's Inspector

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