

# Walmley Infant School

Walmley Ash Road, Sutton Coldfield, B76 1JB

## Inspection dates

28–29 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children enter the nursery with levels of skills that are typical for their age. They make good progress and leave Year 2 well above average in reading, writing and mathematics.
- Teaching is mostly good with some outstanding. Teachers use good questioning skills to extend pupils' understanding and judge the extent of their learning.
- Reading is given a high priority in the school, including for homework. Parents support this very well and partnerships with parents are strong.
- Disabled pupils and those who have special educational needs achieve very well.
- The school is a happy place to be. The relationship between teachers and pupils is warm and positive. Pupils enjoy coming to school.
- Pupils behave well in lessons, around the building and in the playground. They behave equally well in the 'Earlybirds' before- and after-school club.
- Leaders have effectively organised the subjects into topic themes. Pupils also have plenty of extra activities to enjoy which is a strength of the school.
- Leaders, managers and governors improved the progress of pupils in Year 2 last year. They provided extra teaching groups to meet their needs.
- The senior management team has improved teaching by making sure the learning targets for pupils to work towards are consistently set across the school in reading, writing and mathematics. Leaders at all levels have made good improvements since the last inspection.

### It is not yet an outstanding school because

- More-able pupils are not always stretched to capacity in every lesson, particularly during lesson introductions.
- Opportunities for pupils to learn without the teacher's direct input are not planned as part of lessons consistently enough, for pupils to be able to develop their independent learning skills.

## Information about this inspection

- The inspectors observed teaching in all classes during the inspection. A total of 23 lessons were observed, one seen together with the headteacher and one with the acting deputy headteacher. In addition, some extra teaching groups were observed.
- The inspectors had discussions with the Chair of the Governing Body and two other governors, a representative from the local authority, the headteacher, the deputy headteacher and acting deputy headteacher, other leaders, teachers, and two groups of pupils.
- The inspectors looked at a range of documents and information including the school's tracking of pupils' progress, documents relating to safeguarding, data on special educational needs, a pupil case study, the school's self-evaluation document and its improvement priorities document.
- A wide range of pupils' work was scrutinised across different subjects and different age groups and inspectors heard some pupils read.
- Inspectors took account of the 47 results recorded on the online questionnaire, Parent View, one parent letter, 25 questionnaires completed by staff, and met informally with a number of parents and carers at the beginning of the school day.

## Inspection team

Kathryn Skan, Lead inspector

Additional Inspector

Helen Owen

Additional Inspector

Alwyne Jolly

Additional Inspector

# Full report

## Information about this school

- The school is larger than the average-sized infant school.
- Most pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is well below average. In this school it mainly applies to pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- There are three classes in each year group. The school is usually over-subscribed.
- The headteacher leaves the school at the end of the autumn term. The school is currently recruiting a new headteacher for the beginning of the summer term.
- There is a before- and after-school club called 'Earlybirds' which is run by the governing body and provides care for pupils outside of the school day.

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

- Move good teaching to outstanding by making sure that:
  - more-able pupils are consistently stretched enough in every lesson, particularly during lesson introductions
  - pupils have regular well-planned opportunities in all subjects to work on their own and with others without relying too much on the teacher's direct guidance, so that they can develop their independent learning skills better.

## Inspection judgements

### The achievement of pupils

**is good**

- Most pupils join the nursery with typical attainment, with comparatively few entering below this level. They then leave the Early Years Foundation Stage with above average standards. Pupils leave Year 2 with well above average standards in reading, writing and mathematics. Reading is particularly strong. Pupils make good progress across the school.
- More-able pupils make good progress in line with other pupils. However, they are not stretched to make outstanding progress and in particular, they are sometimes not challenged enough during lesson introductions.
- Disabled pupils and those who have special educational needs make very good progress and also attain very well in comparison with the national average. This is because their individual needs are well met.
- Reading is given priority. Pupils are consistently set reading for homework and parents are very supportive in hearing their children read regularly. Parents of pupils who are disabled and those who have special educational needs also help with other areas of learning according to their child's need and as suggested by the school. This contributes to these particular pupils' very good progress. Partnerships with parents are very strong.
- Standards at the end of Year 2 have been consistently well above average for a considerable length of time. The school is now increasing the progress that pupils make in each year group, as shown last year in Year 2 when pupils made outstanding progress in reading, writing and mathematics.
- In Year 1, pupils did not do so well last year in the national phonic reading check. Although proportions reaching the required standard still remain above average, the proportion dropped back notably last year from the previous year. The school are aware of this and have put measures in place to resolve this but it is too early to say whether they have been successful. Work in books shows that Year 1 are making good progress in writing this year.
- The attainment of pupils known to be eligible for the pupil premium in 2012 was 6 months behind that of their classmates in reading, two terms behind in writing and one term behind in mathematics. In 2013, this group was very small, so it is not possible to comment on their attainment without identifying them. The progress of this group of pupils across the school at least matched those of other pupils and was sometimes better. The individual needs of pupils known to be eligible for free school meals are being well met.

### The quality of teaching

**is good**

- Reading, communication and mathematics are taught effectively across the school. Teachers adapt their teaching to meet the needs of the class during lesson activities. In the best lessons they use effective questioning to check pupils' understanding and extend their learning.
- Regular assessments of the levels pupils are learning at mean progress is carefully tracked. The setting of learning goals for pupils to work towards is consistent throughout all classes and well evident in lesson planning.
- Teachers' marking in pupils' books is regular and consistently good. In the best examples the

next step a pupil needs to take to improve is included. Parents know how well pupils are doing and what they need to do to improve their work because they are invited into school regularly at the end of the day for pupils to show them their work.

- Teaching staff are trained well and they develop subject expertise, including in subjects other than English and mathematics. For example, an outstanding lesson was observed by inspectors in physical education taken by a part-time teacher covering one of the Reception classes. Another outstanding session was observed in the nursery where three-year-olds were clearly making excellent progress in learning about shapes including using their early problem-solving skills.
- Teaching assistants are also trained well and are well organised. They are included as part of the planning process and do a good job in supporting pupils, especially disabled pupils and those who have special educational needs. Staff at all levels work well together as a team in all areas of the school.
- All groups of pupils are well served and make expected progress or better. However, many lessons are too directed by the teacher and pupils are not therefore developing their independent learning skills as well as they could.

#### **The behaviour and safety of pupils** are good

- The school feels warm and welcoming. The relationship between teachers and pupils is positive and pupils enjoy coming to school. They are well motivated to learn.
- Pupils behave well in lessons and in all other areas of the school, including the lunch-hall. Pupils say they feel safe in the playground because they are well supervised by adults. Behaviour logs suggest behaviour is well managed. Pupils are well mannered, polite and friendly and get on well with each other.
- Pupils say that they understand what bullying is. They say bullying happens occasionally and feel any incidents are dealt with promptly if they occur. Appropriate moral and social teaching nurtures the right attitudes in pupils.
- Parents spoken with raised no concerns about behaviour or safety and felt their children were happy and feel safe at school. Parent View results show that all parents agree.
- Attendance over the past three years has been broadly average. Persistent absentees are few. There have been no exclusions.
- Behaviour and safety are not yet outstanding because, although pupils' attitudes to learning are consistently positive, their thirst for knowledge is not yet strong enough to consistently create a buzz of excitement about learning. They have not yet had the opportunity to demonstrate their positive attitudes to learning in independent work in school because they rarely work without being directly overseen by the teacher.
- 'Earlybirds' before- and after-school care club is well managed. There are lots of activities available at all times and pupils are well cared for. Pupils are well supervised. Registers of attendance are strictly checked and safety is paramount.

**The leadership and management are good**

- Leaders and managers at all levels are rigorous in checking the school's work. The headteacher knows the school well and leaders and managers have made some good improvements since the last inspection.
- Leaders track pupils' progress carefully through data analysis. They determine which pupils need extra support by holding regular meetings about their progress with class teachers. They have shown their capacity to improve achievement by increasing the progress of pupils last year in Year 2.
- Senior managers have also improved teaching. All pupils now have learning goals in reading, writing and mathematics and learning prompts on all classroom walls help extend pupils' learning.
- Subjects have been effectively organised into topic themes which are highly appropriate for the age and stage of the pupils. A variety of extra activities are also provided to increase enjoyment including special days to introduce new topics and celebrations to end them, when parents are often invited to join in. An example of this was when a circus event was held including parents of children in the nursery.
- Leaders have made sure that pupils' spiritual, moral, social and cultural development is promoted well. They make sure all pupils have equal opportunities regardless of their background and do not tolerate discrimination of any kind. All pupils are fully included. Parents are overwhelmingly positive about their child's experience at the school and would recommend it to other parents.
- Physical education and sports are given priority within the school. The school's action plan for the use of the imminent primary school sport funding is wholly appropriate. It will measure the effectiveness of this work by the extent to which pupils show increased participation and skill in sports, as well as benefits in social skills, how well they cooperate and work in teams in addition to the benefits they gain in physical fitness, stamina and well-being.
- The local authority regards the school as 'light-touch' and monitors the school's achievement data. It has provided additional support for the governing body recently to assist with the recruitment of a new headteacher.
- **The governance of the school:**
  - The governing body is very effective in challenging and supporting the school's leadership team. The governors have a clear understanding of the quality of teaching and pupils' achievement compared with all pupils nationally, and they know what the school is doing to improve its performance. Governors make sure finances are used in a way that supports pupils' learning effectively. They know how the pupil premium is being spent and how well eligible pupils are doing in response. They use their knowledge to make decisions about staffing and to make sure pay is linked to teachers' performance. They know what the school is doing to tackle underperformance. Governors use their individual strengths well and 'curriculum link governors' report back to the governing body on the way the learning is organised. They ensure that statutory duties are met. The arrangements for safeguarding pupils meet current national requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103544
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	427076

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

<b>Type of school</b>	Infant
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	337
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carla Osborne
<b>Headteacher</b>	Ceinwen Allen
<b>Date of previous school inspection</b>	4 December 2008
<b>Telephone number</b>	0121 3511355
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