

# Whitgreave Infant School

Low Hill Crescent, Low Hill, Wolverhampton, WV10 9HS

**Inspection dates** 18–19 June 2014

<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.

- Pupils achieve well in reading, writing and mathematics from low starting points. They leave at the end of Year 2 well prepared for the next stage in their education.
- Pupils' progress and teaching across the school are good. Leaders and managers, supported well by the governors, have successfully raised attainment since last year.
- Staff are proud to be a part of the school, which they say 'puts children at the heart' of all that they do.
- Pupils enjoy coming to the school and attendance has improved since it was last inspected.
- Pupils' behaviour is good, and staff work effectively to keep them safe and secure.
- The school is a welcoming community which works effectively with other schools and agencies. It has been well supported by the local authority.
- The headteacher and staff are good role models to pupils in their conduct and interactions with one another.
- Parents have no hesitation in sending their children to Whitgreave Infant School because they rightly believe it to be a 'nurturing environment' where their children are happy and make good progress.

### It is not yet an outstanding school because

- Work is not always set at the right level of difficulty. As a result learning occasionally slows for a few of the most-able pupils and those supported through school action plus.
- Teachers' marking does not always help pupils to improve their work.
- Children's work in the Early Years Foundation Stage classes is not recorded in a way that makes it easy to track their progress.
- The targets in the school's action plans and for teachers' performance do not reflect sufficiently high expectations.

## Information about this inspection

- Inspectors observed 15 lessons or part lessons across a range of subjects, including English and mathematics. Half of these were conducted jointly with senior leaders.
- Meetings were held with pupils, senior and middle leaders, governors and a representative from the local authority.
- Inspectors held informal discussions with over 20 parents. Responses to the school’s recent survey from 71 parents were considered alongside comments made by parents who spoke to the inspectors during the inspection. There were too few responses to the online Parent View survey to provide an analysis. Responses from staff to a questionnaire were also analysed.
- Inspectors looked at pupils’ work in lessons and also separately with senior leaders. They heard pupils read and observed them in class and around the school, including at informal times.
- A wide range of school documentation was considered. This included: information provided by the school on pupils’ attainment and progress; the performance management of staff; evidence of checks on teaching; external evaluations of the school’s work; the school’s website; action plans; minutes from governing body meetings; the school’s own evaluation of its strengths and weaknesses; and behaviour records and safeguarding information.
- During this inspection, inspectors asked additional questions designed to ascertain the school’s view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Najoud Ensaff, Lead inspector

Additional Inspector

Lesley Else

Additional Inspector

## Full report

### Information about this school

- Whitgreave Infant School is a little smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage. The next largest groups come from Mixed White and Black Caribbean and Black African backgrounds. Very few pupils speak English as an additional language.
- The proportion of pupils who have special educational needs supported through school action is above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is much lower than average.
- The proportion of pupils supported through the pupil premium, which is additional funding for pupils who are eligible for free school meals or in the care of the local authority, is much higher than average. About half of the pupils are known to be eligible for free school meals.
- Pupils are taught in small subject groups for part of each day.
- The assistant headteacher was used by the local authority to support a large number of schools last year and the headteacher was asked to support another school.
- An above-average number of pupils left or joined Year 2 last year.
- The school works with a number of other local schools as part of a learning community.
- A very small number of pupils who are registered at the school attend a pupil referral unit full time.

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

- Raise the quality of teaching by ensuring that teachers:
  - set work at the right level of difficulty to challenge pupils of all abilities
  - make comments in marking that guide pupils clearly on how to improve their work, and make sure they respond
  - streamline the way that they keep children’s work in Nursery and Reception classes so that it is easier to track children’s progress and identify any at risk of falling behind.
- Strengthen leadership and management by:
  - making sure that targets in school action plans and for teachers’ performance are always clear and consistently challenging.

## Inspection judgements

### The achievement of pupils is good

- Children enter Nursery with skills which are below those typically found. A sizeable proportion enters with skills which are well below those typically found in literacy and social skills. They make good and sometimes rapid progress from these low starting points during their time in the school. They leave at the end of Year 2 with attainment which is broadly in line with the national average in reading, writing and mathematics.
- Work in books shows that pupils make good gains in their knowledge and understanding. Their skills develop effectively and they are helped to overcome barriers to learning so that they leave the school well prepared for the next stage in their education.
- Although attainment in reading and mathematics dipped in 2013, this was as a result of a number of extenuating circumstances. Current school data show that leaders have successfully tackled this dip and Year 2 pupils are on track to attain broadly average standards this year. The proportion of pupils attaining in line with and above national expectations has improved considerably.
- Pupils attending off-site provision, those from different heritages and the few who speak English as an additional language all make good progress. This is because the school focuses well on basic skills, liaises effectively with external agencies and promotes equality of opportunity well.
- Pupils supported through pupil premium funding make similar good progress to their peers, and sometimes they make rapid progress. By the time they leave Year 2, the attainment gaps between them and other pupils at the school have closed.
- Disabled pupils and those who have special educational needs, as well as the most-able, generally make good progress. Occasionally their learning slows when work is not set at a suitable level to challenge them without being too hard.
- Pupils' phonic skills (linking sounds and letters) are secure. Pupils' scores in the Year 1 phonics check were broadly in line with those nationally in 2012 and 2013. The school has improved scores in the Year 2 retakes this year, and many of those who did not pass the screening check in 2013 have now caught up.
- Although a much lower proportion of children than average left Reception class last year having achieved a good level of development, numbers have improved this year. A third of the children in Reception join the school without having attended Whitgreave Infants Nursery class. This has an impact on standards at the end of Reception. However, the way that teachers currently keep children's work does not make it easy for children's progress to be tracked as well as possible.
- The primary school sports funding has been used well to provide coaching for pupils, to develop the skills of staff and to provide resources for the school. The positive impact of this funding is evident in that pupils enjoy sports and participate regularly in sport. Several indicated that they wanted to take up sporting careers later in life and the school has enjoyed more success in recent sporting competitions.

### The quality of teaching is good

- As a result of well-planned work in lessons that builds effectively on pupils' prior learning, pupils make good gains in their knowledge and understanding over time. Pupils have a good understanding of their learning, enjoy their lessons and make good headway. Positive working relationships between teachers and pupils mean that pupils want to do well.
- Teachers ask questions skilfully to deepen pupils' knowledge and understanding, and they check on pupils' learning throughout lessons. This helps to address any misunderstandings quickly.
- Work in pupils' books is presented neatly and demonstrates good development in skills and good gains in knowledge and understanding. For example, pupils improve their ability to write in correctly punctuated sentences, use similes to describe characters, solve calculations and apply numeracy skills to problems.
- Where learning is particularly good, teachers make the lesson activities fun and purposeful. Subjects build on pupils' interests and technology is used effectively to augment learning. In Nursery and Reception children's diverse interests, for example in fairies and the Congo, were used well to develop work linked to shape, measure, art and design. Digital images found on the internet were used well to help children correctly understand that the spiders they had just seen outside had eight rather than six legs.
- Pupils have good opportunities to develop social skills through sharing their learning, participating in sport and team activities outdoors. Their moral, spiritual and cultural development is promoted well through lessons, assemblies and enrichment activities. Sports skills are also developed well through physical education lessons and external competitions.
- Although marking is regular and of a good quality, comments are not always as clear as they could be in guiding pupils to improve their work, and teachers do not always check to make sure pupils correct their work and learn from their mistakes. Nevertheless, teachers celebrate pupils' achievements and support pupils well in lessons.
- Sometimes work is not set at the most suitable level of difficulty, and is too hard or too easy for some pupils. In such cases the learning of a few pupils supported through school action plus and the most able pupils occasionally slows.

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

- The behaviour of pupils is good. They are courteous and polite. They conduct themselves well in lessons and around the school and are presented with good role models from the headteacher and staff in how to behave.
- Well-established routines ensure that pupils respond quickly to teachers' instructions, and settle well to work. They demonstrate good attitudes to learning.
- Pupils said that they enjoyed school and liked both to learn and play. They said that behaviour in school was good but occasionally one or two pupils 'fooled around'. Parents who expressed an opinion during the inspection were entirely positive about pupils' behaviour.
- Pupils understand the school's new 'good to be green' behaviour policy and say this has helped behaviour to strengthen. Attendance has improved as a result of strong focused action by senior leaders.

- The school's work to keep pupils safe and secure is good. Pupils said that they felt safe 'all the time' and parents agreed that their children felt safe and were well looked after. Pupils understood how to keep safe, including when using the internet. Pupils said that should they ever feel concerned, there were 'peer supporters' and adults with whom they could talk.
- Pupils have a good understanding of different forms of bullying, including name-calling, physical and racist bullying. They say that this is rare and that when it does happen it is quickly sorted out. Logs of incidents support this view of bullying being rare. Clear follow-up actions are recorded and the impact of actions taken is evaluated. Leaders have made suitable plans to make the logging of incidents more formal.
- Pupils demonstrate caring attitudes to one another. One stated that he was looking after his friend because he was 'poorly'. Two parents commented positively on how the school welcomes pupils of all abilities and from all backgrounds. It is clear that the school does not tolerate discrimination of any kind.

### **The leadership and management are good**

- The headteacher is a strong role model for staff and pupils. Staff share her commitment to improving the life chances of pupils. One summarised how many felt when she wrote that children are 'put at the heart of everything' that staff do at the school.
- Senior leaders have worked successfully to raise attainment at the end of Key Stage 1, following a dip in attainment last year. They introduced more timely support for pupils and worked effectively to improve the quality of teaching, so that Year 2 pupils this year are on track to leave with attainment that is broadly in line with the 2013 national average. The proportions of pupils attaining in line with and above national expectations at the end of Reception and Key Stage 1 have improved by at least 20% this year.
- The checks leaders make on teaching are regular and effective. They use a wealth of information to track pupils' progress. Children's work in the Early Years Foundation Stage is kept in a number of places, which makes tracking and analysing their progress less easy.
- Leaders' evaluations of the school's performance are accurate and based on a good understanding of strengths and areas for development, which feed into school action plans. Middle leaders such as those in charge of subjects support senior leaders effectively. The school provides them and teaching staff with appropriate training, linked to identified needs.
- While some targets set for the management of staff performance and priorities in some of the school action plans are specific and challenging, this is not always the case. The effectiveness of actions taken is limited and not always easy to measure as a result.
- Leaders provide a wide range of support to help pupils close gaps in their learning. Along with family support workers, they liaise with external agencies to help pupils overcome some enormous barriers to learning.
- The local authority has a good understanding of the school's strengths and areas for development. It has made good use of the assistant headteacher to support reading in a number of schools, and has looked to the headteacher to support leadership in another local school. It has supported the school effectively to make sure previous good performance has been sustained. Until recently the school had received termly visits from a school improvement partner focused on achievement, self-evaluation and school improvement. The school has accessed

training for governors and has been supported in a self-review of governance. Teachers have also benefited from training relating to phonics and writing. With changes to local authority support and more focus on weaker schools, this good school is now receiving less regular visits. The headteacher is committed to buying in additional support if needed, to keep the school moving forward.

#### ■ The governance of the school:

- Governors support the school effectively. The improved range of expertise on the governing body means that it offers more challenge and asks leaders searching questions about the school's performance. Governors have a good understanding of pupils' achievement and the quality of teaching, take an active part in evaluating them, and contribute well to action planning. They hold leaders to account for pupils' achievement and ensure that underperformance is tackled robustly. They make sure that pupil premium funding is used effectively to make a positive difference to eligible pupils and that sports funding is having a positive impact on pupils' health and well-being. They ensure that staff undergo appropriate employment checks and are suitably trained so that safeguarding practices and procedures meet 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>	104298
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	442619

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>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Cross
<b>Headteacher</b>	Carol Gillen
<b>Date of previous school inspection</b>	9 July 2011
<b>Telephone number</b>	01902 558876
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