



Springdale Infant School

Inspection Report

Unique Reference Number 104307
LEA Wolverhampton
Inspection number 277126
Inspection dates 2 May 2006 to 3 May 2006
Reporting inspector Christopher Kessell AI

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

Type of school	Infant	School address	Warstones Drive
School category	Community		Wolverhampton
Age range of pupils	3 to 7		West Midlands WV4 4NJ
Gender of pupils	Mixed	Telephone number	01902 558805
Number on roll	226	Fax number	01902 558806
Appropriate authority	The governing body	Chair of governors	Mrs Jean Porter
Date of previous inspection	8 May 2000	Headteacher	Mrs Denise Shotton

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The vast majority of pupils are of White British heritage, although a number of other ethnic groups are represented at the school. Only a few pupils are at the early stage of English language acquisition. Children start Nursery with levels of attainment that are similar to those normally found. An average percentage of pupils have learning difficulties, but a Resource Base for 12 pupils with language and communication difficulties is attached to the school. As a result, the number of pupils with statements of special educational needs is well above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Springdale Infants is a happy, caring school that provides a satisfactory education for its pupils. The school's evaluation of its provision is the same as inspectors' findings. Parents hold positive views and are particularly impressed with how quickly their children settle into school and how well they are looked after by the staff. The personal development of the pupils is a strength.

Children in the Nursery and Reception classes make satisfactory progress and standards are average by the time they reach Year 1. Pupils continue to make satisfactory progress in Years 1 and 2 and join the neighbouring junior school having again achieved average standards. Pupils who attend the Resource Base make good progress. The quality of teaching and learning throughout the school is satisfactory. Pupils are motivated, keen to learn and well behaved. However, the needs of higher-attaining pupils are not always met, particularly in mathematics. This is because the information that teachers hold on individual pupils is not always used effectively to provide them with work that is appropriate to their needs. At times, teachers' expectations of their pupils are not high enough. Marking does not help all pupils to move forward.

Leadership and management are satisfactory. The school has improved sufficiently since its last inspection and has the capacity to improve further. However, the role of the subject co-ordinator is underdeveloped, and particularly the involvement of co-ordinators in the monitoring and evaluation of teaching and learning and pupils' progress in their subjects. The school offers satisfactory value for money.

What the school should do to improve further

- Improve the quality of learning, particularly for higher-attaining pupils, by raising teachers' expectations and ensuring that all pupils are given work that is designed to take their learning forward at a faster rate, particularly in mathematics.
- Improve teachers' marking so that pupils are provided with better guidance on how to meet the targets they are set.
- Ensure that subject co-ordinators monitor and evaluate the quality of teaching and learning and pupils' progress more rigorously

Achievement and standards

Grade: 3

Children make satisfactory progress in the Nursery and Reception classes to maintain the average standards with which they start school. Progress in their personal development is good. Pupils in the Resource Base make good progress because they are provided with very specific programmes of work that accurately match their individual needs.

Pupils make satisfactory progress in Years 1 and 2. By the end of Year 2, standards are average in reading, writing and mathematics. This has been the trend since the previous inspection. However, higher-attaining pupils do not always do as well in

mathematics as they could. Mainstream pupils with learning difficulties and disabilities make satisfactory progress in relation to their starting points. Some of these pupils make good progress, particularly when they are given specific support by teaching assistants and work is accurately matched to their needs.

Although the school recognises the need to raise standards further and offer more challenge to its pupils, procedures to set challenging targets for the pupils have only recently been introduced. It is too early to judge the impact that these procedures will have on raising standards and improving pupils' achievement.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils say they enjoy school; they are friendly, courteous and inquisitive and their attendance is satisfactory. Pupils' behaviour is good because staff implement the behaviour management policy consistently well. Bullying incidents are rare and pupils understand what to do if they are in trouble, stating, 'You have to look after people if they fall over.' They feel safe at school. Older pupils show a good level of maturity for their age and are keen to take on additional responsibilities, such as helping to distribute fruit and milk to classmates or acting as corridor monitors.

Pupils adopt healthy lifestyles and play and exercise energetically. They have a good understanding of how to stay fit and healthy. Their work in physical education effectively supports their learning and development of healthy lifestyles.

Pupils' spiritual, moral, social and cultural development is good. Pupils raise funds for a range of charities, have a good understanding of different cultures and faiths and maintain good links with the local community. Spiritual development is promoted very effectively, particularly through art. Pupils' acquisition of basic skills, including teamwork, equips them satisfactorily for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory throughout the school. It is satisfactory rather than good because work planned for the most capable pupils is not tailored tightly enough to their learning needs. In addition, teachers' marking is not precise enough, being more congratulatory than developmental. Some pupils say their work is 'quite easy.' In good lessons, teachers have higher expectations of all pupils and consequently pupils make better progress. The pace of good lessons is also quicker and pupils learn more. Mainstream pupils with learning difficulties learn satisfactorily because their needs are catered for carefully and they have effective additional support. In most instances teaching assistants are deployed well to support these pupils. Relationships between all staff and pupils are good and pupils' behaviour is managed consistently well. Teaching and learning are good for pupils in the Resource Base.

Here, work and pupils' targets are planned very specifically to meet these pupils' individual needs.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is good for pupils in the Resource Base. The Foundation Stage curriculum includes a good amount of planned, independent learning activities which promote children's personal development well. Throughout the school, the curriculum is enriched well with a wide, interesting range of visits and visitors such as an educational visit to Wightwick Manor to learn about the work of William Morris, and to the Botanical Gardens to learn about plants.

Pupils find most lessons interesting, especially art, where their work is thoughtful and mature for their age. Pupils' personal, social and health education, although not formally planned, is threaded effectively throughout the curriculum and pupils also benefit from a good range of extra-curricular activities, including coaching in football and music.

Care, guidance and support

Grade: 3

The care provided for pupils is good. Guidance and support are satisfactory. Good child protection and health and safety systems promote pupils' well-being effectively. Pupils appreciate that the school needs rules to keep them safe and they follow these well. Good links exist with parents and outside agencies, particularly in providing additional support for pupils with learning difficulties. Pupils in the Resource Base are supported particularly well, ensuring their good progress. Good relationships exist between pupils and staff, and these help create the caring and supportive culture evident throughout the school.

Procedures for monitoring pupils' academic and personal development are satisfactory. The school is at the very early stages of setting challenging academic targets and assessment information is not used accurately enough to determine the levels of work pupils receive.

Leadership and management

Grade: 3

Leadership and management are satisfactory. There have been a number of recent changes in the school's management structure and these are beginning to bring about improvements. For example, the quality of provision for the children in the Nursery and Reception classes is steadily improving. The headteacher's evaluation of the school is accurate and she has a clear understanding of what has to be done to improve the school further. This is reflected in the school improvement plan, which has a strong focus on raising standards and improving the quality of education. However, the success criteria to judge whether action plans have been successful are often too

general and not specific enough. The headteacher is well supported by the teaching and non-teaching staff and there is the capacity to improve further. Although parents are provided with a number of opportunities to work with the school, particularly with regard to their children's learning, they have not been included in school self-evaluation.

Improvement since the previous inspection has been satisfactory. In some areas, such as improving attendance, good progress has been made. However, subject co-ordinators are still insufficiently involved in the monitoring and evaluation of their subjects. The school is supported well by governors, many of whom are new to the position. They ensure that statutory requirements are met and that resources are suitably deployed to achieve value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Some of you will remember that we visited your school a few weeks ago. Thank you for being so friendly and welcoming. We enjoyed talking to you about your school and work.

What we liked most about your school

You are well behaved and get on with your teachers and classmates really well.

We like the way you ran around and got lots of exercise.

Most of you are keen to learn and interested in the work you are given.

All of the staff look after you carefully so that you are safe.

Some of you do well in your lessons because the work you are given is not too hard or too easy.

Your art work is great.

What we have asked your school to do now

Give harder work to those of you who find your lessons easy, especially in maths.

Make sure the teachers tell you in writing when marking your work how to get even better.

Get the teachers in charge of subjects to take turns in coming to watch some of your lessons, so that they can see exactly how well you are doing and make lessons even better.

Good luck to all at Springdale Infants for the future.