



# Goldthorn Park Junior and Infant School

Inspection Report

**Unique Reference Number** 104331  
**LEA** Wolverhampton  
**Inspection number** 277133  
**Inspection dates** 28 June 2006 to 29 June 2006  
**Reporting inspector** Alexander Baxter AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Ward Road
<b>School category</b>	Community		Wolverhampton
<b>Age range of pupils</b>	3 to 11		West Midlands WV4 5ET
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01902 558730
<b>Number on roll</b>	395	<b>Fax number</b>	01902 558731
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Nigel Whyte
<b>Date of previous inspection</b>	11 September 2000	<b>Headteacher</b>	Mr Keith Rogers

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 28 June 2006 - 29 June 2006	<b>Inspection number</b> 277133
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school is larger than average. Most pupils are from minority ethnic groups and have English as an additional language. The proportion of pupils with learning difficulties is below average and very few pupils have a statement of special educational need. The children's attainment on entry is below the level expected for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory education for its pupils. It is an improving school where racial harmony and excellent behaviour secure pupils' enjoyment, good attitudes and multicultural awareness. The school provides satisfactory care and helps pupils to feel safe, adopt healthy lifestyles and make good contributions to the community. Parents endorse these views.

From low starting points children in the Nursery and Reception classes settle quickly and make satisfactory progress. Pupils' personal and social skills develop well.

Achievement is satisfactory through Years 1 to 6, and many pupils make good progress in speaking and listening and science. The quality of teaching and the curriculum is satisfactory. However, teaching does not always provide learning opportunities that match the pupils' differing needs or enable them to learn independently. Potentially higher-attaining pupils should achieve more. Pupils' writing and problem-solving skills in mathematics are improving, but not quickly enough. Attendance is below average, but is improving because of the school's co-operation with parents. Links with parents, community and other agencies are satisfactory and support cultural understanding well.

Leadership and management are satisfactory. The headteacher promotes pupils' personal development effectively. Although the school rates its effectiveness better than the inspectors, the school is strengthening its satisfactory approach to self-evaluation. This includes a sharper focus on checking pupils' progress. Value for money is satisfactory. There has been satisfactory improvement since the previous inspection. Initiatives by the new leadership team, including promoting pupils' speaking and listening skills, are improving progress and indicate a sound capacity for further improvement.

### What the school should do to improve further

- Raise pupils' achievement and standards further, especially in writing and problem solving in mathematics.
- Ensure lessons are well matched to the needs of pupils with different abilities and provide more challenge, including opportunities for pupils to plan and initiate learning for themselves.
- Strengthen procedures for checking pupils' progress in all subjects, so that pupils and staff have a better understanding of how well pupils are doing and know what needs to be done to improve.

## Achievement and standards

### Grade: 3

Most pupils, including those with English as an additional language and pupils with learning difficulties, achieve satisfactorily. Generally children enter school with

well-below-expected skills in English; many have good social skills. Overall attainment on entry is below that normally expected.

Children are settled quickly into school life and make satisfactory progress in Nursery and Reception. Children do best in personal, social and emotional development. However, given low starting points, most do not reach expected goals by the time they enter Year 1, especially in their English skills and calculation in mathematics.

Pupils progress satisfactorily in relation to their capability through Years 1 and 2, but inconsistencies in teaching sometimes limit learning. Standards are below average in reading, writing and mathematics, but are improving in speaking and listening by Year 2. Pupils make satisfactory progress through Years 3 to 6, as improving English skills aid learning. The rate of this progress is improving, especially in science and information and communication technology (ICT). Standards are average in English, mathematics and science in Year 6. Pupils generally reach their targets, but these should be more challenging, especially for higher attainers, some of whom could achieve more. However, standards are rising as teachers and pupils are beginning to sharpen expectations of what can be achieved.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good throughout the school. Children in the Nursery and Reception classes work happily and safely together. Pupils' spiritual, moral, social, and cultural knowledge is good. Spiritual and cultural development is nurtured effectively through assemblies and learning about other religions in class. Pupils in Year 1, for example, were excited to learn about the ways in which Hindus worship at home. They loyally support the school, saying they enjoy lessons and really enjoy school. Attendance is satisfactory.

Pupils' behaviour is exemplary; they are respectful and considerate. There are no exclusions. Most pupils are confident, whole-hearted learners. A few are more passive and respond best when working practically. Pupils adopt safe, healthy lifestyles and choose to eat the nourishing lunches and fruit available at break-time. They benefit from regular physical education lessons. Pupils say they feel safe as 'everyone makes it a nice, safe environment, everyone is friendly.' They make positive contributions to the community by raising funds for 'Sports Aid' and other charities. Pupils develop appropriate skills and participate in local business enterprise projects that support their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory throughout the school. Teaching is improving, especially in Years 2 to 6. Teachers promote warm relationships and value pupils and their responses. Teachers question pupils well, linking new work with previous

experiences and earlier learning and developing speaking and listening skills effectively. Pupils say, 'Teachers are interested in what we say.' At times pupils are not sufficiently encouraged to pose their own questions or to initiate learning themselves and this constrains progress. Some teachers encourage pupils to write about their ideas, as in Year 4, when pupils wrote about a dilemma. However, this is not a consistent feature of the teaching of writing in all classes. Assessment procedures are satisfactory. They are not always used to best effect, however, in identifying learning needs of individual pupils. Lesson plans do not ensure that pupils are challenged sufficiently. In mathematics, for example, some higher-attaining pupils admit tasks are too easy and learning is limited. In science, though, where learning is rooted in practical investigation, pupils say, 'We enjoy our work and learn a lot.' This needs to be embedded in other subjects to lift achievement. Increasingly teachers encourage pupils to review their progress towards learning objectives and this is helping to raise standards.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It meets statutory requirements and is adapted to respond to the multicultural background of the pupils. It is broad and is enriched by a range of activities, including sports, visiting artists and language studies. It also includes visits such as to the Houses of Parliament and residential experiences for pupils in Years 2 and 6. ICT is used effectively and adds to the skills pupils need for the future. However, the curriculum lacks balance in some classes, including in Nursery and Reception; pupils have too

few opportunities to plan and initiate learning themselves and higher attainers are not always challenged sufficiently. There is an effective programme of personal development, which enables the pupils to stay safe and healthy. Recent reorganisation and promotion of creativity in the curriculum and a stronger focus on speaking and listening are improving pupils' achievement.

## **Care, guidance and support**

### **Grade: 3**

Pupils receive satisfactory care, guidance and support. Procedures for child protection and safeguarding pupils' welfare are effective. The school's mission statement, to 'create a happy and co-operative ethos,' is evident in all classes. This is a calm, purposeful and respectful learning community. The behaviour policy works very effectively to promote considerate and respectful conduct. Whilst attendance is below average, it is improving because staff encourage pupils to come to school regularly. All staff know the pupils well and social development is promoted sensitively through 'circle time' discussions and in lessons. Assessment information provides satisfactory academic guidance for pupils and enables the school to identify those pupils in need of support. However, the targets set for pupils' improvement do not always enable them to know their next steps and this limits their achievement. Vulnerable pupils and those with learning difficulties are supported carefully so they gain in confidence, and feel safe.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher gives clear direction and emphasises pupils' personal development well. There has been satisfactory progress since the last inspection. The recently reorganised leadership team has reviewed progress in pupils' speaking and listening, planning for numeracy and the school's assessment procedures. This has helped to secure rising standards and demonstrates a sound capacity to ensure continued improvement.

Managers now share the headteacher's vision and sense of direction. This has increased the pace of development and pupils' progress and has led to improved standards within their work. However, current procedures for keeping track of pupils' progress do not ensure staff and pupils have a clear understanding of how well pupils are doing in terms of National Curriculum levels. The headteacher has appropriate expectations of the academic progress pupils should make, but whilst some teachers challenge pupils appropriately, expectations are generally too low, so higher-attaining pupils are not always fulfilling their potential. Governors support the school satisfactorily, but need to improve their role as critical friends. Parents support the school unreservedly, and the views of pupils, parents, and members of the community are well considered by the leaders of the school and acted upon.

Although some of the school's self-evaluation judgements do not match those of the inspectors, the school improvement plan and the modified leadership team, especially the curriculum role of the acting deputy headteacher, are strengthening this aspect. Day-to-day management is effective, resources are used efficiently and the school provides satisfactory 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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	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	3	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Thank you for welcoming us to your school. We really enjoyed our visit and talking with many of you. Your friendliness and excellent behaviour are a credit to you all. A special thank you goes to the members of the school council who talked to Mrs England and to those of you who talked with me.

What we liked most about your school

The harmony enjoyed by everyone in the school was a joy to observe.

We liked the way you behaved in and out of lessons and that you enjoy your time at school so much.

We feel that the headteacher and staff of the school have many skills and that the quality of their teaching is improving and is helping you to improve your progress. What I have asked your school to do now

We see that you are improving your skills and we want your school to help you to continue to do so, especially in your writing and problem solving in mathematics.

Your teachers should plan work that gives more challenge for many of you, and also gives you more opportunities to make your own choices about how you are going to learn.

We want the headteacher and staff to improve the way your progress is checked so that you all have a better idea of how well you are doing and what you need to do to improve. With best wishes for the future,