



# Foley Infants School

## Inspection Report

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**Unique Reference Number** 124095  
**LEA** Staffordshire  
**Inspection number** 281630  
**Inspection dates** 7 November 2005 to 8 November 2005  
**Reporting inspector** Tony Dobell RISP

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

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<b>Type of school</b>	Infant	<b>School address</b>	Fairfield Drive
<b>School category</b>	Community		Kinver
<b>Age range of pupils</b>	4 to 7		Stourbridge, West Midlands DY7 6EW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01384 872382
<b>Number on roll</b>	184	<b>Fax number</b>	01384 878156
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Charles Lowe
<b>Date of previous inspection</b>	2 October 2000	<b>Headteacher</b>	Mrs Susan Higgs

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This small infant school serves the village of Kinver, near Stourbridge. Most pupils are from white, western-European backgrounds and very few speak English as an additional language. The proportions of pupils eligible for free school meals and having learning difficulties and disabilities are below average. Children's attainment is average when they join the Reception classes although their language skills are above average. The school has been through a period of uncertainty owing to possible reorganisation, but this threat has now been removed.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Foley is a good school with some outstanding features. It judges its own effectiveness well, but sometimes too modestly. It provides good value for money. Pupils make good progress throughout the school because they benefit from good teaching and an impressive range of learning activities. By the time they leave the school, pupils generally attain well above average standards in reading, writing and mathematics. Their outstanding attitudes to learning and behaviour mean that they enjoy lessons and use learning time very effectively. The school's commitment to include all pupils equally in all it provides is a key strength. It helps pupils to feel safe and secure and valued for what they can offer. The quality of care for pupils is high and their personal development is outstanding. Parents and pupils are rightly proud of their school.

The school is led and managed well. Recent initiatives to improve boys' achievement and to raise standards in mathematics have been effective. The acting headteacher recognises that the monitoring of teaching and learning could be more systematic. She has led the school successfully through a difficult and unsettling period during which it has continued to improve. The weaknesses noted in the last inspection report have been tackled effectively. The school has a good capacity to improve further.

### What the school should do to improve further

- Take steps to monitor and evaluate the quality of teaching and learning more systematically and precisely so that different aspects of good practice can be shared.

## Achievement and standards

### Grade: 2

Pupils make good progress throughout the school. Children achieve well in the Reception classes and their levels of understanding are above average when they enter Year 1. There are particular strengths in personal, social and emotional development; communication, language and literacy; knowledge and understanding of the world; and physical development.

Pupils achieve well in Years 1 and 2, and standards in reading, writing and mathematics are generally well above average by the time that pupils leave the school. Throughout the school, pupils listen and speak very well, and fluent use of language underpins their good progress in literacy. Pupils read with understanding and the quality of their writing is well above average, with accurate spelling and grammar. They have a good understanding of numbers and of mathematical shapes and measures. Pupils with learning difficulties and disabilities are well supported by teaching assistants and achieve well because their learning is carefully tracked and monitored. The very few pupils who speak English as an additional language also achieve well. Standards in science and information and communication technology match expected levels and in design and technology exceed them. In these subjects they are higher than they were at the time of the last inspection owing to the determined manner in which the school

addressed weaknesses identified then. Pupils are prepared well for the next phase of their education.

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

### **Grade: 1**

Pupils' personal development is outstandingly good. The school's provision for pupils' spiritual, moral, social and cultural development is excellent. The pupils learn to reflect, to imagine, and to appreciate. Exciting and carefully planned activities, including a wide range of clubs, visits and visitors, foster their social development and give them confidence. They appreciate the need for exercise and healthy lifestyles. Their cultural development is nurtured through the school's very rich curriculum. For example, pupils learned at first hand about Divali through a link with another school. Their moral sense develops very well because of the clear sense of caring for others, which is evident throughout the school. Pupils are contributing to the 'shoe-box' appeal for children in Africa, for example.

Outstanding personal development means that behaviour is generally exemplary both in and outside class, and pupils co-operate in learning as a matter of course. They want to come to school and attendance is above average. Pupils are keen and happy when they come to school and leave bubbling with enthusiasm because their well-being is promoted so well. Pupils contribute to the community, for example by performing at the village fete, and the school council is helping them to understand the democratic process and how they can contribute to the community in which they live.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good. Lessons are well planned and teaching is thorough and patient, providing appropriate challenge for pupils at different stages of learning. Pupils are fully engaged in learning and work with sustained interest and concentration. They are provided with good opportunities to develop the skills to work without direct supervision with impressive maturity. Pupils with learning difficulties and disabilities are very well supported by teaching assistants and their learning is managed very effectively. Excellent relationships in class mean that pupils enjoy their lessons and offer their thoughts and ideas confidently. Throughout the school there is a clear joy in teaching and learning, and a delight in the progress that pupils make.

There are good systems for assessing pupils' standards and tracking their progress. These enable the school to identify pupils who would benefit from extra support and to plan future learning for different groups of pupils. The effective analysis of data is central to pupils' good achievement.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It is broad and balanced and planned to meet all the National Curriculum requirements for Years 1 and 2, and the six early learning goals in the Reception classes. Subjects and topics are presented through varied and contrasting activities so that pupils benefit from a vibrant and exciting curriculum. A recent activity has enabled pupils to design and make tiles, which will be used to decorate a planned extension to the school. The opportunities for practical learning activities promote pupils' personal development very effectively. They enjoy an unusually varied range of activities outside lessons and benefit from numerous visits and visitors.

The basic skills of literacy and numeracy are developed systematically. Good opportunities are now provided for pupils to develop skills in information and communication technology, and for experimental and investigative work in science. There is good provision for the creative arts and pupils have opportunities to perform in the community in music and drama. This very rich provision is helping pupils to develop into confident and responsible young people.

## **Care, guidance and support**

### **Grade: 2**

The school cares for all of its pupils well and makes every effort to promote their welfare. The well understood routines of school life are creating an orderly and safe community in which all pupils, including those only recently arrived in the school, feel secure and confident. There are good arrangements for health and safety, and child protection procedures are fully in place. Very good links with the junior school ensure a smooth transition for pupils at the end of Year 2.

Pupils' reports are very thorough and informative and enable parents to give very good support as partners in their children's learning. Parents appreciate the high level of care their children receive. In a very high return of questionnaires, parents were almost unanimously appreciative of the school's provision for their children.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good with some outstanding features. As acting headteacher for three terms, the deputy headteacher has successfully led the school through a turbulent and worrying period. She has worked tirelessly and has introduced a number of initiatives, for example, to improve boys' progress, which have been effective and have strengthened the school. She has had the full support of all her colleagues and there is a clear unity of purpose throughout the school and a determination to provide all pupils with the best possible start to their education.

Subjects are well led and managed and all subject leaders are focused on improving standards and enabling all pupils to make good progress. The Foundation Stage and

the provision for pupils with learning difficulties and disabilities are also led and managed well. The very few pupils who speak English as an additional language make progress at the same rate as other pupils because they receive sensitive and effective support. A clear commitment to including every pupil equally in all the school offers is a key strength, and all pupils feel valued and secure, and so achieve well.

Governors have a good understanding of the school's strengths and potential for development. They gave the school good support while it was threatened with closure and have helped to ensure that it has continued to develop. They understand that it needs to use its resources for the benefit of all its pupils and ensure that it has a very good awareness of the principles of best value.

Effective leadership and management have enabled the school to emerge strongly from a period of uncertainty. It has improved well since its last inspection. This is a good school with the potential to become outstanding. It has a good capacity to improve further.

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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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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	No
<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**

Foley Infants School Fairfield Drive Kinver Nr Stourbridge West Midlands DY7 6EW

November 2005

Dear Children

Thank you for welcoming us into your school, being so helpful and polite to us, and talking to us about your work and your life in the school. We think that your school does a lot of things well:

- You are cared for very well by all adults who work in the school.
- Good teaching helps you to enjoy your lessons and to make good progress.
- You feel safe in the school and valued for what you can do.
- You learn to care for each other, to join in village life, and to support others whose lives are not as good as yours.
- You know that it is important to exercise and to eat healthy food.
- Your acting headteacher is super and works very hard to help you to learn and to enjoy your work.

All these things mean that you develop into confident young people, happy to say what you think in class and in assemblies.

We think that one thing would help to improve your school further:

- your teachers could share their good ideas and the interesting activities that they plan even more so that your learning is even more enjoyable.

We enjoyed our two days in your school very much and wish you well for the future.

Best wishes

Mr A J Dobell (Lead inspector)