



# Warley Infant School

## Inspection Report

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**Unique Reference Number** 103963  
**Local Authority** Sandwell  
**Inspection number** 286821  
**Inspection dates** 16–17 January 2007  
**Reporting inspector** Chris Kessell

This inspection of the school 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>	Bleak House Road
<b>School category</b>	Community		Oldbury
<b>Age range of pupils</b>	3–7		B68 9DS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 4222886
<b>Number on roll (school)</b>	214	<b>Fax number</b>	0121 4222996
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Christine Bloomer
		<b>Headteacher</b>	Marilyn Brookes
<b>Date of previous school inspection</b>	29 April 2002		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The proportion of pupils with learning difficulties and disabilities is above average. A small number of pupils are at the early stages of learning English. There were a number of long-term absences amongst senior staff during the last academic year.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Warley Infant School and Nursery is an effective school that provides a good education for its pupils. Parents rightly say that it has a caring ethos and pupils are provided with good support. The pupils' good personal development and well-being provide them with a positive start to their education and they are well placed to move on to their next school at the end of Year 2.

Pupils do well and their achievement is good. They join school with levels of attainment that are well below those found typically for their age and reach average standards in reading, writing and mathematics by the end of Year 2. This is the result of good quality teaching and learning. The school has rigorous procedures for assessing pupils' progress. This information is generally used well to ensure that pupils are given work that is appropriate to their needs and understanding. There are times, however, when pupils' work is not tightly matched to their individual needs and teachers' expectations are not high enough. Pupils find their lessons enjoyable and interesting. They take pleasure in learning and tackle all of their activities with enthusiasm and delight. They are provided with personal learning targets in English and mathematics but their understanding of these targets is inconsistent. Currently, the targets do not play a significant role in improving pupils' achievement.

The school's good and effective curriculum contributes particularly well to the pupils' personal development. They move around the school carefully and sensibly and show care and concern for others. Pupils know that their needs are given a high priority as a result of the good care, guidance and support provided by the school. Children settle into school quickly as a result of the comprehensive induction package. Parents are impressed with these procedures. The good provision in the Foundation Stage enables the children to get off to a good start. There are times, however, when children could be offered more opportunities to develop their speaking skills in this part of the school.

The success of the school is the result of good leadership and management. Despite the recent challenge of long-term staff absences, the headteacher and senior staff have maintained the school on a path of good continual improvement since the last inspection. Their evaluation of the school's effectiveness is too modest because of concerns about the impact of recent long-term staff absences amongst the senior staff. This is understandable but parents acknowledge that the school continued to run smoothly during the absences. In reality, the headteacher and senior staff have a good understanding of the school's strengths and are not afraid to say that they can do even better. Priorities for development are clearly identified and recent successes, such as the improvement in boys' attainment, indicate that the school has a good capacity to improve in the future.

### What the school should do to improve further

- Ensure that all teachers have high expectations all of the time and that assessment information is used accurately to group pupils.

- Improve pupils' understanding of their personal learning targets so that these make a greater contribution to improving pupils' achievement.
- Provide the Foundation Stage children with more opportunities to develop their speaking skills.

## **Achievement and standards**

### **Grade: 2**

The good start children get in the Nursery and Reception classes enables them to achieve well in the Foundation Stage of their education. When they start Nursery, their attainment is well below expected levels. The children's communication, language and literacy skills are particularly low. Despite the good progress the children make, a significant minority of pupils do not achieve all of the goals expected for their age by the end of Reception. The very few children who join school at the early stages of learning English are given good support. Staff have a good awareness of their needs so that they are able to make the same good progress as their classmates.

The good start that the children receive is continued in Years 1 and 2. Good teaching and rigorous assessment procedures enable the pupils to reach average standards by the end of Year 2. The school is particularly effective in identifying pupils who, for whatever reason, are falling behind in their progress. Successful support strategies are put in place to ensure that the vast majority do well. Over recent years, the school has been successful in raising boys' achievement. Pupils with learning difficulties and disabilities also make good progress in relation to their starting points. This is the result of well-organised and focused provision for these pupils.

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

### **Grade: 2**

The school has a strong community spirit. By the end of Year 2, pupils work well together and teamwork is strong. This is impressive when considering the low-level social skills that many children have on entry to the Nursery. Pupils enjoy learning and they behave well, being particularly motivated by the school's system of rules, rewards and sanctions. Their spiritual, moral, social and cultural development is good and makes a good contribution to their effective relationships and to their sense of social responsibility. Older pupils are particularly proud of their responsibilities, including through such roles as being a school councillor or 'Friendship Buddy'. Pupils are safety conscious and take care of each other well. They understand that healthy eating and exercise are important. One pupil proudly said, 'Do you know, we get two hours of PE a week?' They enjoy the healthy snacks of fruit, milk and water. Attendance is satisfactory overall. The actual numbers of children who attend school regularly are good, yet, despite the school's best efforts, attendance continues to be hampered by the fact that too many parents take family holidays during term time.

## Quality of provision

### Teaching and learning

#### Grade: 2

An important factor in the pupils' good achievement is the effective teaching they receive. One parent accurately described staff as 'warm and approachable', while another, representing the views of many, said, 'the good teaching provides strong support'. Good organisation, positive relationships and the effective use of interactive whiteboards are strong features of most lessons. Teachers maintain a good pace throughout the day to ensure good learning. The pupils are enthusiastic learners and cannot wait to get started when they come to school. This was illustrated when Year 2 pupils started the day by using the Internet effectively to find out information about planets. Assessment information is used well to ensure that work matches the differing needs of pupils, which helps them make good progress. Occasionally, this good practice slips and teachers' expectations of what pupils are capable of are not always high enough. When this occurs, it tends to limit the progress of the more able pupils. Teaching assistants are deployed very effectively and play a significant role in helping pupils make good progress.

### Curriculum and other activities

#### Grade: 2

The school's good curriculum enables pupils to learn well and make good progress. Provision in the Nursery and Reception classes is good, although there are times when children do not have sufficient opportunities to talk and develop their speaking skills. The school is working to improve the transition from Reception to Year 1. There is good provision for literacy, numeracy and information and communication technology (ICT). In the case of ICT, this is a significant improvement since the last inspection. Additional activities offer the pupils exciting extensions to their learning. One significant feature is the opportunity for all children in Year 2 to share in one or two residential visits, which helps develop their teamwork, co-operation and resilience and prepares them well for their future education.

### Care, guidance and support

#### Grade: 2

Pupils feel safe and trust staff to sort out their worries. Parents overwhelmingly describe the school as being 'fantastic' in its care. Effective and sensitive induction processes in both years within the Foundation Stage ensure that children settle in quickly and feel happy in school. Child protection procedures are robust, as are processes for supporting pupils who are looked after. Links with external agencies are effective. Procedures for safeguarding pupils are a strength. The school keeps detailed records of pupils' progress to ensure that no pupil falls behind in their work. This information is also used to provide pupils with individual learning targets, but pupils do not yet fully understand their benefits.

## **Leadership and management**

### **Grade: 2**

Good leadership and management are evident at many levels in the school. Unavoidable long-term staff absences did not limit the school's capacity to move forward. Improvement since the last inspection has been good. In the words of one parent, 'the school has come a long way'. The headteacher and leadership team thoroughly understand all aspects of the school and, along with the staff and effective governing body, have identified appropriate areas for development and the action needed to bring about improvement. The school does not rest on its laurels and this is reflected in its challenging academic targets and the drive to improve standards further, particularly at the higher levels in reading, writing and mathematics where there is still work to be done. Pupils' progress is monitored rigorously and this information is now being used to identify the occasional inconsistencies in the quality of teaching.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome when we visited your school. You were all very keen to say hello and answer any questions. It was so nice to see so many smiling faces because it means you enjoy coming to school. Your mums and dads also like your school. You are lucky because you go to a good school where all of the adults care about you. They make sure that you work and play in a happy and safe place. The youngest children settle into school very quickly because everyone is so kind and helpful. We have asked the school to give the youngest children a bit more time to practice their talking.

Your teachers are good at making sure you learn well so that by the time you leave school in Year 2 you know the same things as most other children of your age. Every now and then, some of you could do slightly better with your work. We have asked the school to keep a closer check on the type of work that everyone is getting. You are given many exciting activities to do at school. Most of you are pleased to get plenty of PE so you can keep fit and healthy. Some of you do not always understand your learning targets. We have asked the teachers to spend more time explaining the targets to you.

We wish you all the best for the future.