

# Walmley Infant School

## Inspection report

---

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 103544          |
| <b>Local Authority</b>         | Birmingham      |
| <b>Inspection number</b>       | 308352          |
| <b>Inspection date</b>         | 4 December 2008 |
| <b>Reporting inspector</b>     | Terry Elston    |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

|  |   |
|--|---|
| <b>Type of school</b>  | Infant  |
| <b>School category</b>   | Foundation                                      |
| <b>Age range of pupils</b>   | 3–7   |
| <b>Gender of pupils</b>  | Mixed   |
| <b>Number on roll</b>  |   |
| School (total)   | 326   |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0   |
| Childcare provision for children aged 0 to 3 years                                     | 0   |
| <b>Appropriate authority</b>   | The governing body                              |
| <b>Chair</b>   | Gareth Crawley                                  |
| <b>Headteacher</b>   | Ceinwen Allen                                   |
| <b>Date of previous school inspection</b>  | 16 May 2005                                     |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected                        |
| <b>Date of previous childcare inspection</b>   | Not previously inspected                        |
| <b>School address</b>  | Walmley Ash Road<br>Sutton Coldfield<br>B76 1JB |
| <b>Telephone number</b>  | 01213 511355                                    |
| <b>Fax number</b>  | 01213 130624                                    |

---

|                          |                 |
|--------------------------|-----------------|
| <b>Age group</b>         | 3–7             |
| <b>Inspection date</b>   | 4 December 2008 |
| <b>Inspection number</b> | 308352          |

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

how well the leaders tackle underachievement

children's attainment in the Early Years Foundation Stage (EYFS)

the effectiveness of teachers' use of assessment.

The inspectors gathered evidence from observations of lessons, discussions with pupils, governors and staff, tracking pupils' progress, analysis of attendance and gaining the views of parents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a large infant school with significantly more boys than girls. The proportion of pupils eligible for free school meals is lower than normally found, as is the number who have learning difficulties and/or disabilities. Most pupils are of White British heritage although a small proportion are from a range of other ethnic backgrounds. There are no children who are at the early stages of learning to speak English. Children's knowledge and skills on entry to the school vary from year to year but are generally above those normally seen in children of a similar age. The school runs the Early Birds before- and after-school club each day for up to 65 children.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Pupils enjoy their learning and achieve well because the teachers make lessons fun and always make them feel special. One parent commented, 'It's great to see my child go to school smiling every day.' Pupils' positive attitudes to school are just one reason why they make such good progress. By the time they leave Year 2, standards are well above the national average in reading and writing. In mathematics, standards are above average, but some pupils find it difficult when asked to use their number skills to do investigations. In reading and writing, pupils do well because the teachers give them a love of books and many opportunities to write in all subjects. In their 'Nutcracker' topic, for example, they wrote enthusiastically about the ballet they had seen, using lots of exciting words to relive their experience. The school recognises the need to include more opportunities for pupils to practise their number work in other subjects if they are to attain as well in mathematics as they do in English.

In lessons, pupils work busily and enjoy the many opportunities to discuss topics with their learning partners or to work in groups to solve a problem. Teachers are very good at explaining new work to pupils, and use questions carefully to make sure that they understand. Teachers use assessment well to give pupils clear targets to improve their attainment, but do not always refer to them enough. This sometimes leads to pupils making the same mistakes again. The effective support provided for pupils with learning difficulties by teachers and teaching assistants means they make good progress and grow in confidence. One parent's comments were typical of others made when writing, 'My child has made great progress in a short time and has a huge enthusiasm for learning.'

Pupils are rightly proud of their achievements. One pupil, with wisdom beyond his years, commented, 'It's hard work and it takes good brains to get it right.' They say how much they love school, and this is clear in the way they bury themselves in their work and discuss things so animatedly in class. They concentrate hard in lessons and compete enthusiastically to answer the teachers' questions. They speak with great authority on the best foods to eat in order to stay healthy. They take responsibility readily, and gain much from acting as members of the school council, growing vegetables in the gardening club and helping younger pupils with their reading. Such opportunities, alongside pupils' well-developed literacy and numeracy skills, ensure they are well prepared for the future.

Pupils enjoy a rich curriculum that provides good opportunities for them to develop their basic skills while giving them the chance to enhance their creative skills through art and design, music and drama. They are encouraged to think deeply about how their actions affect others and they develop an excellent sense of right and wrong. As a result, behaviour is outstanding and pupils make the most of their time in lessons. The curriculum planning, and close links with other schools, promote community cohesion well by giving pupils many opportunities to learn about other cultures, faiths and backgrounds in the local area and across the world. The extensive range of clubs at lunchtime and after school are very popular and do much to extend their learning in areas such as music, sport, and design and technology. Parents are full of praise for the good care, support and guidance offered by the school. They appreciate the way the staff look after their children when they are upset and keep them informed of any problems. They value highly the Early Bird and after-school clubs that care for their children so well and provide them with exciting things to do. The school has well-established safeguarding procedures that are reviewed regularly to ensure pupils' well-being.

The good leadership and management are keys to the school's success. The headteacher leads with a clear vision for how the school should develop and expects much of all of its members. She is supported well by other leaders, including the governors, who share her commitment to high standards and help run the school smoothly. The rigorous self-evaluation systems are based securely on accurate assessment of pupils' skills, regular checks on the quality of teaching and effective action to rectify where there is any underachievement. This explains why the school has made such good improvements since the last inspection and why it has good capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The provision in the EYFS is good. Children achieve well and many exceed their early learning goals to attain standards that are above average for their age by the end of Reception. The school prepares children very well for starting in the Nursery, which one parent rightly described as 'great fun and buzzing with learning'. This means children settle quickly to school routines, feel safe and learn quickly. The teaching and learning are consistently good, and children enjoy many opportunities to explore the world around them and discover things for themselves. The classrooms are well organised to give children a rich variety of experiences in all the different areas of learning. The outdoor area is stimulating, but there is no easy access for the Reception children, and this restricts the staff's ability to provide a free flow of activities so that children gain even greater independence. Children choose happily from the range of activities on offer, and make equally good progress in their academic, social and practical skills. For example, they enjoy writing about their families as much as baking delicious mince pies with egg drizzled skilfully on top. Staff observe children's learning and development carefully, and use these observations well to plan future activities.

Children's personal, social and emotional development is good, because adults give them responsibility for taking care of themselves and ensure they know how to stay safe and live healthily. Children work in a secure environment and are supported well by adults who know their individual needs well. They learn the rules quickly and behave exceptionally well. The provision is led and managed well, with good communication between the different classes and a clear focus on how to make improvements.

## **What the school should do to improve further**

- Provide pupils with more opportunities to develop their problem-solving skills in mathematics.
- Ensure that pupils are made aware of their targets so that they know what they need to do to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### Overall effectiveness

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

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 2 |
| How well do children in the EYFS achieve?   | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### Achievement and standards

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

## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners enjoy their education  | 1 |
| The attendance of learners  | 2 |
| The behaviour of learners   | 1 |
| 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 learners' needs?</b>       | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported?   | 2 |

## 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 leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| How well equality of opportunity is promoted and discrimination eliminated   | 2   |
| How well does the school contribute to community cohesion?   | 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  |



**Annex B****Text from letter to pupils explaining the findings of the inspection**

5 December 2008

Dear Pupils

Inspection of Walmley Infant School, Sutton Coldfield, B76 1JB

Thank you for your help in our recent inspection of your school. The inspectors enjoyed talking to you and watching you work and play so happily. A highlight was watching you 'Wake-up and Shake-up' first thing in the morning. You think yours is a good school, and the inspectors agree!

These are the good things we found.

- You make good progress and the standard of your work is higher than that found in most schools.
- Your behaviour is excellent, both in class and out in the playground.
- You are kind to each other and think a lot about those in the world who are not as lucky as you.
- You have a really good knowledge of how to stay safe and live healthy lives.
- The leaders run your school well and know how to improve things.
- You love the many clubs at lunchtime and after school that teach you important skills in things like music, drama and sport.
- Your teachers are doing a good job. They work very hard to plan interesting work and make your lessons fun.
- All staff at the school take good care of you and keep you safe.

What we would like the school to do now:

- help you get better at solving number problems
- make sure you all know your targets so you can learn even faster. You can help by thinking about your targets when you are doing your work.

Good luck for the future!

Yours sincerely

Terry Elston

Lead inspector