

# Warstones Junior and Infant School

## Inspection report

---

<b>Unique Reference Number</b>	104344
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	308577
<b>Inspection dates</b>	5–6 March 2008
<b>Reporting inspector</b>	Barbara Crane

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	364
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fred Heath
<b>Headteacher</b>	Jackie Lloyd
<b>Date of previous school inspection</b>	19 January 2004
<b>School address</b>	Warstones Road Penn Wolverhampton WV4 4LU
<b>Telephone number</b>	01902 558787
<b>Fax number</b>	01902 558788

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	5–6 March 2008
<b>Inspection number</b>	308577

---

© 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.

## Description of the school

This is a large primary school. Pupils come from a broad range of backgrounds and there is a high level of mobility among families. The proportion of pupils with learning difficulties and/or disabilities is average. Just over a third of the pupils are from minority ethnic groups, with most of these pupils being of Indian heritage. Just over 5% of the pupils are at an early stage of learning to speak English. The headteacher, who was previously the deputy headteacher, took over the school in September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This satisfactory school is improving. Pupils are soundly prepared for the future but their satisfactory achievement does not match their good personal development. Pupils' good behaviour makes a significant contribution to the school's happy atmosphere. They enjoy school and the wide range of extra activities that enhance the sound curriculum. Pupils are well cared for on a daily basis and have a good understanding of how to keep safe and healthy. They contribute well to the community by sharing their ideas about how things can improve. Pupils from all ethnic groups enjoy good relationships and say that the friendliness of everyone supports their feeling of well-being. Parents give overwhelming support for what the school provides.

Pupils make satisfactory progress in their work because of sound teaching. Standards are currently average and are rising in mathematics and reading. While pupils' progress in writing is improving, it is slower than in other areas. This is because guidance for pupils on how to reach their targets is not as effective as it should be. Information gained from tracking systems is used effectively to identify groups whose progress is slower than others. Suitable interventions are in place but do not work consistently to fully promote pupils' best progress. Most notably, this affects the progress of small numbers of pupils with learning difficulties and/or disabilities and a few Indian pupils who are learning to speak English. Information from assessments is not always used effectively to adapt work to meet fully these pupils' needs. Although the checks made to ensure what is in place for these pupils are becoming more frequent, they are not yet sufficiently thorough to ensure pupils' consistently good progress.

Leadership and management are satisfactory. The headteacher provides a strong lead and has worked effectively to refine the system for tracking pupils' progress so that the school is in a better position to meet its challenging targets. The staff are united in their determination to bring about improved progress by pupils. The school's accurate self-evaluation means that it has identified the right areas for improvement and it has satisfactory capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 3

Children start in the Nursery with skills that broadly reflect expectations for their age, with some lower attainment in their language and social development. They make satisfactory progress because of sound teaching in the Nursery and Reception classes. By the time they start in Year 1, standards are close to average. They have made good progress in their social skills and language because of good support from adults. Satisfactory leadership and management have identified the right areas for improvement, including boosting children's skills in writing and their knowledge and understanding of the world.

## What the school should do to improve further

- Improve pupils' progress in writing.
- Ensure that teaching adapts work for pupils' different needs and abilities.
- Ensure that leaders and managers check regularly the progress made by different groups of pupils and the effectiveness of intervention strategies.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

The satisfactory progress made by children in the Foundation Stage continues in other year groups and results in average standards by the time pupils leave the school. The continued upward trend in mathematics and reading is evident in pupils' current work and reflects the improvements made in the level of challenge in teaching. Progress in writing is an area that the school has correctly identified for improvement. Pupils know what their targets are in writing and these are mostly suitably challenging, but their progress towards these targets is not as consistent as it should be. Pupils with learning difficulties and/or disabilities make satisfactory progress. However, there are times when their targets are not used to guide teaching precisely enough to promote pupils' speedier progress. Pupils who are learning to speak English mainly make the same rate of progress as others, but the school's tracking reveals a few Indian pupils who are not making the best possible progress. A factor that slows their progress is the lack of familiarity with technical vocabulary and this particularly affects their performance in mathematics and science.

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

### **Grade: 2**

Pupils' good social skills prepare them well for the future but they do not always make the best possible progress in their work. The school's family atmosphere owes much to the good relationships seen everywhere. The youngest children quickly learn that working with others makes learning more enjoyable. Pupils from all ethnic backgrounds enjoy being together and have a strong sense of belonging to the school's community. They say that they make good friends. Pupils are growing up as sensible young people who behave well and willingly help each other. This was reflected in the comment of one pupil who said 'I was worried when I started in Year 3 because I didn't speak English but everyone in my class helped me.' Pupils have a good understanding of how to keep themselves and others safe. They know that eating a balanced diet and keeping active is vital for their health. They make a good contribution to the community. Older pupils, for example, organise equipment on the playgrounds for exercise activities that others join in with enthusiastically. The school council is at the forefront of recycling activities. Pupils' attendance has risen to an average level because of the school's work with families to improve it.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Good relationships in all parts of the school mean that pupils want to learn and try hard at their work. The staff's good skills in managing pupils' behaviour ensure that classrooms have a calm and purposeful atmosphere. Teachers mainly plan lively activities and often use interesting resources to stimulate pupils' ideas. Although pupils have good opportunities to talk about these, teaching does not fully ensure that pupils who are learning to speak English have a secure understanding of subject specific vocabulary. Teachers assess pupils' progress frequently.

However, they do not always use the information gained to adapt work to meet precisely pupils' different needs and abilities. This leads to some slower progress at times by pupils, particularly those with learning difficulties and/or disabilities and by more able pupils in science. The feedback given through marking to pupils about the next steps that they need to make in writing is not sufficiently effective to guide them towards their targets.

## **Curriculum and other activities**

### **Grade: 3**

The good range of residential visits for pupils from Year 1 onwards helps to build self-esteem and confidence. Planning for more practical activities has raised boys' motivation to learn. For example, investigations into the effects of air on materials fully engaged Year 5 boys' interest so that they accurately recorded their observations. The curriculum effectively supports pupils' awareness of personal safety and healthy lifestyles. Planning for pupils to use their skills in writing and mathematics in other subjects is not as effective. The curriculum in the Foundation Stage is finely balanced between activities that are directed by adults and those selected by children. Children's opportunities for outdoor learning are limited presently, but the school has firm plans to improve facilities. Children lack chances indoors and outdoors to gather information from their surroundings to satisfy their curiosity and enhance their knowledge and understanding of the world.

## **Care, guidance and support**

### **Grade: 3**

Pupils feel safe and valued as members of the school's family because the care they receive accurately reflects the school's motto 'Every child matters every day'. Safeguarding of pupils is secure. Pupils confidently turn to the staff to resolve any problems they may face and receive good guidance in overcoming any personal difficulties. Pupils say that they value the work of the group of pupils who are trained to provide support for others on the playground. The support and guidance for pupils to do their best in their work is not as robust. The school is in a better position to identify groups of pupils who are at risk of falling behind, because of its work in strengthening systems for tracking pupils' progress. However, the checks on the effectiveness of interventions are not as effective as they should be to ensure that what is implemented is working consistently to overcome pupils' difficulties.

## **Leadership and management**

### **Grade: 3**

The school's accurate self-evaluation leads to a clear view of how to improve. The staff have the best interests of the pupils at heart and enjoy working with them. The headteacher provides a good direction, and the knowledge gained as the school's deputy headteacher has enabled a seamless transition in leadership. She has ensured that important systems, such as those for tracking pupils' progress, have been further strengthened. Her monitoring has identified that some Indian pupils who are learning English as an additional language make slower progress than others. The steps taken to boost these pupils' progress are working in most instances, particularly for new arrivals. Other leaders and managers have a more restricted view of school-wide provision because they have limited experience in monitoring progress. This inhibits their contribution to school improvement in gauging the effectiveness of the provision for different groups of pupils. Links with other schools in a sports partnership give good support

for pupils' well-being. Working with a primary learning network has improved the school's target setting system for mathematics and impacted positively on pupils' achievement. Governors provide satisfactory support and are steadily extending their skills in helping the school to improve by asking critical questions.

**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?	3
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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

### The quality of provision

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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

6 March 2008

Dear Pupils

Inspection of Warstones Junior and Infant School, Wolverhampton, WV4 4LU

Thank you for welcoming us when we visited your school recently. It was a pleasure to talk to you and find out why you enjoy school. This is what we found out when we were with you.

- Warstones is providing you with a satisfactory education.
- Sound teaching means that you make steady progress in your work and reach average standards.
- You are polite and friendly, behave well and enjoy looking after each other. Well done to everybody for getting on so well together.
- You are keen to take on responsibilities and are helping your school and community to improve.
- You know how to stay fit, safe and healthy.
- You told us that you enjoy taking part in the extra activities.
- The staff look after you and want the best for you all.
- The people in charge know what to do to make the school even better.

I have asked the staff to do three things to help with the school's improvement.

First, I have asked them to help you do better with your writing. Second, I have asked them to make sure that they adapt work for some of you so that you clearly understand what you need to do to learn even more. Third, I've asked the staff to check more thoroughly that you are all making good progress in your work.

You can help your teachers by continuing to work hard. Keep on enjoying school. We wish you all the best for the future.

Yours sincerely

Barbara Crane Lead inspector



6 March 2008

Dear Pupils

**Inspection of Warstones Junior and Infant School, Wolverhampton, WV4 4LU**

Thank you for welcoming us when we visited your school recently. It was a pleasure to talk to you and find out why you enjoy school. This is what we found out when we were with you.

- Warstones is providing you with a satisfactory education.
- Sound teaching means that you make steady progress in your work and reach average standards.
- You are polite and friendly, behave well and enjoy looking after each other. Well done to everybody for getting on so well together.
- You are keen to take on responsibilities and are helping your school and community to improve.
- You know how to stay fit, safe and healthy.
- You told us that you enjoy taking part in the extra activities.
- The staff look after you and want the best for you all.
- The people in charge know what to do to make the school even better.

I have asked the staff to do three things to help with the school's improvement.

First, I have asked them to help you do better with your writing. Second, I have asked them to make sure that they adapt work for some of you so that you clearly understand what you need to do to learn even more. Third, I've asked the staff to check more thoroughly that you are all making good progress in your work.

You can help your teachers by continuing to work hard. Keep on enjoying school. We wish you all the best for the future.

Yours sincerely

Barbara Crane  
Lead inspector