

Wood End Primary School

Inspection report

Unique Reference Number	104322
Local Authority	Wolverhampton
Inspection number	324017
Inspection date	7 July 2009
Reporting inspector	Martin Cole

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	240
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
Appropriate authority	The governing body
Chair	Derek Wollam
Headteacher	Dianne Blower
Date of previous school inspection	15 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wood End Road Wednesfield Wolverhampton WV11 1YQ
Telephone number	01902 558940
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Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the progress of the least and most able pupils through the school
- identification of, and provision for, pupils with learning difficulties and/or disabilities
- the impact of leadership and management on improving teaching and pupils' achievement.

Evidence was gathered from the school's assessment information, planning, monitoring and other documents, observation of lessons, discussions with staff and pupils, and parents' written comments. There was no detailed investigation of other aspects of the school's work but 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

About three-quarters of pupils are from White British Backgrounds. The remaining quarter of pupils are from a variety of minority ethnic backgrounds; mostly Asian British. Pupils' attainment on starting school varies but is generally average. The proportion of pupils with learning difficulties and/or disabilities is a little below average. However, a small but significant number of pupils with learning or behavioural difficulties transfer from other schools, sometimes at a late stage of their primary education.

The school's Early Years Foundation Stage provision consists of Nursery and Reception classes. The school provides and manages a before and after-school club for its pupils.

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' personal development and sense of well-being are outstanding and their academic achievement is good. Strong leadership and management are bringing about substantial school improvement.

From their earliest days in the Nursery class, the children come to really enjoy school life and learning. They feel confident and extremely safe at school, thanks to rigorous formal procedures for ensuring pupils' welfare and the caring approach of staff. Parents describe the atmosphere in the school as 'happy', 'friendly' and 'calm'. They enjoy a strong partnership with the school and they think highly of it. One parent wrote of staff, 'they have time to listen to your concerns, big or small, and all are dealt with.' Relationships between pupils themselves are very good. Pupils attend and behave well. Throughout the school, pupils show interest, enthusiasm and much enjoyment both in lessons and in the wealth of other activities and opportunities provided for them. They show much responsibility in looking after each other and play a very active role in many opportunities to contribute constructively to the school and wider community. Pupils have a strong voice through the school council and the health and safety committee. Their views are valued and there is a sense of genuine teamwork between staff and pupils in joint action to improve the school. Pupils' good achievement in basic skills, their confidence and their responsible attitudes are helping them to prepare well for the demands of adult and working life.

Positive attitudes and good relationships encourage pupils to take full advantage of the good teaching and the good curriculum the school provides. As a result, all pupils, including those who have learning difficulties and/or disabilities, make good progress, regardless of gender or background. The oldest pupils' standards are rising and those of present pupils about to leave the school are in line with, or a little above, national standards. These pupils' good skills in information and communication technology are particularly noteworthy. When the impact of some pupils' learning and other difficulties, and their starting attainment, are taken into account, pupils achieve well.

The teaching is engaging, challenging and supportive and pupils learn willingly and try hard. Pupils behave well in lessons, concentrating hard on their work. Very thorough and systematic assessment of pupils' progress is generally well used to plan suitable work and support for pupils of all needs and abilities. Teachers and teaching assistants work well together to ensure good extra help for pupils who have learning or behavioural difficulties, or disabilities. The school has recently adopted several new strategies within the teaching and learning. These are often effectively employed and are helping to improve pupils' progress. However, there is some inconsistency from class to class in the success with which these strategies are used. For example, the lesson objectives shared with pupils so that they can judge for themselves how well they are doing are sometimes insufficiently precise. Occasionally this means the most able pupils are unsure how they can achieve to the maximum. While support and guidance on pastoral matters is exemplary, the guidance given to pupils on their academic work is generally good, but less consistently effective. Teachers' marking and target-setting are not always successful in helping pupils understand how they can improve their work. The curriculum is imaginatively designed to inspire pupils' interest and make learning enjoyable. A strong feature is the wealth of opportunities for pupils to use information and communication technology to help them learn independently. Well-planned lessons are supplemented by many special events, educational visits and visitors. A good range of after-school activities further extends opportunities for

learning and enjoyment. The curriculum gives very good support to pupils' development of personal and social understanding and skills. Pupils develop a good understanding of how to be healthy and many participate keenly in the good range of optional opportunities for exercise before and after school.

The school's many good qualities reflect the good leadership and management. The headteacher's clear-sighted and determined leadership, supported by good staff teamwork, have promoted good improvement since the school's previous inspection, as pupils, parents and governors report. Together with the school's good understanding of its own performance, this shows that the capacity for further improvement is good. Particular improvement has been seen in improving progress at the Foundation Stage and in Years 3 and 4. Senior staff understand well their need now to bring greater consistency to the teaching by ensuring new strategies are always successfully employed. Governors play their part in encouraging and supporting improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children in the Nursery and Reception classes soon learn to enjoy school and to thrive in the caring and supportive atmosphere. Thorough attention is paid to the children's welfare and ensuring that they are happy at school. Consequently, they grow rapidly in confidence and independence. Progress in personal, social and emotional development and in language and communication skills is especially good. Good leadership and management have resulted in a range of valuable recent improvements and improved progress and standards. Good achievement leads to overall standards at the end of the Reception Year that are now above the national average; these improvements are recent and have not yet fed through to all years in the school. The children benefit from good teaching and a thoroughly and imaginatively planned curriculum of lively, attractive and productive activities, indoors and out. The accommodation is adequate, although it is currently difficult for children to access the outdoor space, a problem that planned building work is intended to resolve. Staff are effectively deployed and there is close teamwork amongst teachers and their assistants. This provides for intensive teaching of the children, sometimes in small groups or individually, as well as good opportunities for children to explore and choose for themselves. Staff keep a thorough systematic watch over children's progress.

What the school should do to improve further

- Ensure that within the teaching, the best practices and the most effective use of new strategies are employed consistently across the school.
- Give more consistently clear guidance to pupils on how to improve their work.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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 ¹ 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/or disabilities make progress	2

¹Grade 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

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	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**

8 July 2009

Dear Pupils

Inspection of Wood End Primary School, Wolverhampton WV11 1YQ

The inspectors who visited your school recently would like to thank all of you for your very friendly welcome. We really enjoyed meeting you and talking to you.

It was good to see how much you enjoy going to school. We also saw that you get on very well with the adults and with each other. You have a sensible attitude to school. We were very impressed with the way many of you help to make yours a happy school, for example through looking after others. We admired the way you worked with the adults through the school council and the health and safety committee to improve the school.

You work hard and your attendance and behaviour are good. All of this is helping you to make good progress. The great majority of you achieve the standard of work that you should. A good many of you do better than is expected for your age.

Some of you told us how well the teachers and the other adults look after you. We saw for ourselves that they give you lots of help and encouragement and make you feel safe and happy. The teachers give you good lessons which are often fun. They provide suitable work for you and also organise lots of exciting events, visits and other activities which you told us you enjoy.

We have said that yours is a good school. The adults who are in charge of it are doing a good job. They are working hard to improve the school. We think there are two ways in which they could make the school still better.

- We would like the senior staff to make sure that the ideas for helping you learn best are used in every class.
- We have asked the teachers to make sure you always understand how you can improve your work.

We hope you will make the most of the new help you are given with your learning.

We wish you the very best for the future.

Yours faithfully

Martin Cole

Lead inspector