

# Warley Infant School

## Inspection report

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<b>Unique Reference Number</b>	103963
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	336205
<b>Inspection dates</b>	4–5 May 2010
<b>Reporting inspector</b>	Carolyn Carnaghan

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 category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Christine Bloomer
<b>Headteacher</b>	Miss Maggie Brookes
<b>Date of previous school inspection</b>	16 January 2007
<b>School address</b>	Bleakhouse Road Oldbury B68 9DS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 17 lessons and eight teachers and held meetings with staff, governors, groups of pupils and parents. They observed the school's work, looked at documents and policies and reviewed the responses to 58 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of children in the Early Years Foundation Stage to confirm the accuracy of the school's assessments
- the progress and achievement of all pupils in Key Stage 1, particularly the more able, to determine whether teaching is sufficiently challenging
- the breadth and challenge of the school's curriculum.

## Information about the school

This is an average-sized and generally over-subscribed infant school. It has below average proportions of pupils eligible for free school meals. There are average, but increasing, numbers of pupils with English as an additional language and special educational needs and/or disabilities. The majority of pupils are from a White British heritage. The school has received several recognised awards, such as Platinum Healthy Schools status and the Eco School Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Warley Infant School provides a good standard of education for its pupils. This is a happy, harmonious place, where pupils say they are delighted to belong and parents are extremely supportive and pleased with the school's efforts. A parent who visited the inspectors said, reflecting the views of many, 'This is a wonderful and fully inclusive school.'

Pupils achieve well here because they are all given the chance to take part in the broad range of activities that enrich the wide and inclusive curriculum. They are taught well by a cohesive group of dedicated teachers and teaching assistants, led by a senior team, all of whom have been empowered and motivated by an inspiring headteacher. This lively team delivers challenging and pacy lessons based on their excellent understanding of the needs of their pupils. The headteacher has ensured the school is safe for her pupils and has developed excellent relationships with a broad range of educational partners that help provide the means by which children develop and progress well.

The school makes sure that parents and families feel central to pupils' success, helping them develop skills that support their children's education. Teachers engender outstanding leadership and team-working in their pupils. They provide for excellent regular opportunities to use information and communication technology (ICT), to develop those skills that will prove useful in their future education and working lives. All of this is firmly underpinned by an ethos of equal opportunities that is exemplified in every lesson. For example, pupils who are wheelchair-bound fit seamlessly into lively and active lessons, positively encouraged by their classmates and supported through excellent lesson planning by their teachers. Those with special educational needs and/or disabilities make as good or better progress than their peers.

Children enter the Nursery classes with lower than expected age-related attainment levels; they make gradual and satisfactory progress by the end of Reception. Recent positive developments in Nursery and Reception are beginning to change how the children are encouraged to explore and learn. However, it is too early to see the results of this and they still do not have enough opportunity to choose their own learning activities. Pupils' progress across Key Stage 1 is good and so they leave school with average levels of attainment. Improvement in mathematics has been slower than other subjects, but recent changes in the way this is taught, and the highly targeted support for many pupils, has resulted in a rise in progress. The regular extra help given in reading and writing is proving successful too. The school monitors the progress of its pupils very well and closely analyses the results of the support strategies put in place, so this means standards are rising. The inclusive nature of all lessons and the vigilance of teachers also mean that pupils across the broad ability range do well.

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The capacity for sustained improvement is good because the school's self-evaluation is accurate and it ensures that the complicated and changing mix of pupil needs is met. The senior team works tirelessly to broaden its understanding of ways to reach all pupils and ensures all teachers have access to methods of improving their teaching. The changes in the delivery of the core subjects and the way these skills are placed into context, via topics and themes, are ensuring pupils have many and interesting ways of extending their knowledge and understanding.

Whilst pupils develop a very good understanding of their own school and local community, they are not given enough chances to find out about the rest of the country, the world and its peoples.

**What does the school need to do to improve further?**

- Improve children's progress in the Early Years Foundation Stage by:
  - providing more opportunities for children to work independently
  - raising expectations so that children make more rapid progress.
- Provide greater opportunities for pupils to find out about what is going on in the world about them.

**Outcomes for individuals and groups of pupils****2**

When children arrive at Warley in the Nursery, their skills in language and communication are below age-related expectations. Children are encouraged in acquiring basic skills but they are not given enough chances to follow where their interests take them. Although there is a good range of activities, the children are often too guided towards what teachers think is right for them. This means they rely too much on staff for direction. Pupils enter Year 1 with below-average levels of attainment. They achieve well in Key Stage 1, having become familiar with the school and growing in confidence. They soon develop excellent personal skills of leadership, collaboration and independence, far more extensively than expected in an infants' school. Pupils also have regular opportunities to use ICT across the curriculum, ensuring they have an outstanding start towards their future economic well-being.

Those for whom English is an additional language, or who have disabilities or difficulties, make good or better progress than others because the level of support given to them is so high. Pupils enjoy the safe and secure ethos of their school, always knowing where to go if they are worried. They behave well in lessons and very courteously towards each other. Many pupils take on responsibilities, such as by becoming a prefect or lunch monitor. The school council is renowned locally for attending meetings involving far older children, where they have contributed to discussions about local issues. They have good understanding of how to live healthily, taking plenty of exercise both in and after school. Attendance is average and the school does all it can to encourage pupils to come to school. However, childhood ailments sometimes mean pupils, particularly the younger ones, have to miss school.

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Pupils develop good understanding of their own culture and they celebrate the customs and heritage of one another. Topics cover other faiths and cultures and there is regular specialist taught music, dance and drama. The social interaction between pupils and with teachers is good. Pupils are given, and take, opportunities to reflect on their world, for example by enjoying the beauty of snow, or following a trail at Christmas to find the nativity stable.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers plan their lessons very effectively, taking into account the particular needs of their pupils. They ensure teaching assistants are well deployed to support and help individuals and small groups with skills in reading, writing and mathematics. Lessons in the morning generally focus on the key areas of English and mathematics and then later in the day topic-based sessions provide chances for pupils to put their learning into practice, in context. Teachers are very clear about what they expect from pupils, who respond by getting on with tasks quickly and without fuss. They provide an interesting array of resources, for example using practical equipment to help pupils explore how

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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numbers work. Teachers' enthusiasm is very evident in lessons and they make learning fun. They know when to intervene with extra help, making sure pupils understand what their next steps will be. Assessments are rigorous and provide for excellent understanding of pupils' needs.

The good curriculum is undergoing an extensive review but currently provides opportunities for pupils to use their growing knowledge, understanding and skills across the range of subjects, in science projects, technology and work-related themes. Pupils can explore ideas from science, for example, through literacy, art, drama and ICT. Pupils are encouraged to share ideas, discuss solutions and to cooperate together in pairs and teams. Teachers provide very high levels of care and support, tracking the progress of their pupils, communicating effectively with parents and carers and providing them with workshops in ICT, literacy and numeracy. There is help given in the home language and excellent support when it is time for pupils to move on to junior school.

There is a good array of activities out of lessons in sports and the arts; there are trips and visits, generally over-subscribed, that help enrich the experience of all groups of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher leads a highly cohesive team that is ensuring pupils' needs are met. There are good systems in place to monitor teaching and learning and teachers enjoy sharing new ideas learned in training, observing each other's lessons and working together highly cooperatively. Extra help for pupils is organised, often using outside agencies with which the school has excellent relationships. The school also takes great pains to reach out to parents and carers and a new cohesion manager is helping engender further, excellent links with them.

Governors provide good support for the school. They have a good understanding of how well pupils are doing, coming into school regularly to see for themselves what goes on in lessons. They have shared the responsibility of choosing and appointing new staff with the pupils, an enterprise that has further raised the profile of the school council. They have focused on providing a safe haven for the children, where everyone can reach their personal and learning potential. All safeguarding procedures and documentation are up to date, are regularly reviewed and rigorously applied across all areas of the school's work.

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The school makes sure pupils understand what is going on in their local community, but has not provided enough opportunities for them to learn and interact with the wider world. However, there is a clear sense that everyone has an equally good opportunity to try everything, get fully involved with school life and achieve well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The recent review of provision in the Early Years Foundation Stage has led to a reorganisation of the spaces and equipment provided for children here. There is an excellent range of larger toys that children can use and enjoy when playing outside. Children receive a very warm welcome in school to help them build confidence, acquire language and communication skills, explore numbers, to be creative in expressing themselves and to build independence. Children learn how to get on together and settle quickly into school routines. Many children do not reach the expected early learning goals by the end of Reception, but they do progress satisfactorily from their starting points.

Teaching is satisfactory, and although there is excellent support for those with particular needs, there are not enough chances for children to choose their own activities. They are too often directed into groups and activities to suit the needs and plans of the staff, rather than the children. The headteacher appreciates this and is working hard with the leaders of the Early Years Foundation Stage to develop this. She is focusing on improving the balance between adult-led activities and those that children choose for themselves. Where the children are given the chance to enjoy the free 'plan, do, review' sessions, they respond with enthusiasm and vigour.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## **Views of parents and carers**

Parents and carers who responded to the questionnaire are overwhelmingly enthusiastic about the school. They are clear that their children enjoy coming to school and that it provides them with a good education. A few parents do not agree with this positive view of the school but the inspection found no evidence to support their concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warley Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 222 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	71	16	28	1	2	0	0
The school keeps my child safe	41	71	16	28	1	2	0	0
The school informs me about my child's progress	33	57	24	41	1	2	0	0
My child is making enough progress at this school	34	59	23	40	1	2	0	0
The teaching is good at this school	38	66	18	31	0	0	0	0
The school helps me to support my child's learning	37	64	19	33	2	3	0	0
The school helps my child to have a healthy lifestyle	40	69	17	29	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	57	22	38	2	3	0	0
The school meets my child's particular needs	31	53	24	41	1	2	0	0
The school deals effectively with unacceptable behaviour	27	47	28	48	1	2	0	0
The school takes account of my suggestions and concerns	32	55	22	38	1	2	0	0
The school is led and managed effectively	40	69	17	29	1	2	0	0
Overall, I am happy with my child's experience at this school	42	72	15	26	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



6 May 2010

Dear Pupils

Inspection of Warley Infant School, B68 9DS

Thank you for making us feel so welcome when we visited your school recently. We really enjoyed meeting you and seeing you doing well in lessons. We agree with you that your school is good. It is a very happy place and we are pleased that you love coming to school so much. We think you work very well together in teams and you often take the lead too.

There are lots of good things about your school, such as how well you are being prepared for your future, the excellent care you receive and the way the school makes such good links with your parents and families. We have asked your teachers to improve a few areas to make it even better for you.

Raise progress in the Nursery and Reception by:

- helping you to be more independent
- making sure you have the opportunity to develop your ability to learn more quickly.

Provide more chances for you to find out about what is going on in the world around you.

You can help too by continuing to behave well in lessons and working hard.

Yours sincerely

Carolyn Carnaghan

Lead inspector

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