

Delves Infant School

Inspection report

Unique Reference Number	104150
Local Authority	Walsall
Inspection number	355533
Inspection dates	14–15 September 2010
Reporting inspector	Arnalena (Nina) Bee

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	306
Appropriate authority	The governing body
Chair	Maureen Woodcock MBE
Headteacher	Emma Ingram
Date of previous school inspection	16 July 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 11 teachers. Meetings were held with the acting headteacher, the Chair of the Governing Body and other governor representatives, staff, pupils and parents and carers. They observed the school's work, and looked at school documentation, including evidence from the school's self-evaluation process as well as 36 questionnaires from parents and carers.

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

- whether all pupils make good progress
- the quality of support that is given to pupils who are beginning to learn English as an additional language
- how effective senior leaders and managers track pupils' progress, analyse data and improve performance of groups and individuals.

Information about the school

Delves is a larger than the average-sized school. Just under half of the pupils come from White British families. The remainder come from a wide range of other ethnic groups, the main ones being from Indian, Pakistani and Bangladeshi backgrounds. The proportion of pupils who speak English as an additional language is well above average, as is the number who are at the early stages of learning English. The number of pupils identified as having special educational needs and/or disabilities is below average. The Early Years Foundation Stage consists of two part-time Nursery classes and three Reception classes. At the time of the inspection, the children in the Nursery and Reception attended part time. There has been a recent, high turnover of staff. The acting headteacher, who was previously the deputy headteacher, has been in post for two weeks.

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

This school provides a good education for its pupils. In the Nursery and Reception classes, children get off to a rapid start. As a result, by the end of Year 2, attainment is average. In relation to their starting points, this represents good achievement. Teaching is good throughout the school. Relationships in all classes are positive and pupils quickly become keen and eager learners. Pupils thrive and develop good personal skills because they are all well cared for. For example, pupils with social and emotional needs are specifically cared for and nurtured by specialist staff. Behaviour is outstanding. Spiritual, moral, social and cultural development is good. Pupils from many different backgrounds get on well with each other as they work and play.

From an early age, pupils are given opportunities and responsibilities to begin to understand that they, too, can have their say through the voice of the school council. They say that the purpose of this is to solve problems and help people. For example, they have been involved in improving the local environment by picking up litter. Pupils have a good awareness of the importance of eating healthily and keeping fit. They enthusiastically name foods which they know are good for them, such as fruits and vegetables, and identify other foods that are not so beneficial. Attendance is satisfactory and has improved slightly over the last year. However, despite good efforts to try to engage with the few parents and carers who take their children out of school for long holidays, success has been minimal. Well-planned educational visits to exciting places like Tamworth Castle show pupils what life was like long ago. In addition, interesting visitors such as a dancer during 'Indian Dance Week' enhance pupils' cultural development. Activities and themed weeks, such as these, provide pupils with many exciting and creative opportunities. Pupils went on to experience a multitude of art, design and technology and dance activities.

The acting headteacher knows the school well and has enabled new staff to be integrated effectively into a well-focused team. As a result of accurate self-evaluation, the school has maintained good achievement and good teaching and learning since the previous inspection. Issues from the previous inspection have been addressed. These successes indicate that the school has a good capacity to improve. Academic progress is tracked more regularly now and those not on course to reach their targets are identified quickly. However, procedures to monitor how well pupils at an early stage in learning English are developing their linguistic skills are not well documented. The school is at the early stages of implementing an effective strategy to promote community cohesion. A plan of action is being developed. At present, there are few links nationally or with the wider world.

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What does the school need to do to improve further?

- Improve the assessment procedures for pupils who use English as an additional language and are at an early stage in learning the language by:
 - ensuring that their levels are identified on entry to Nursery
 - checking that progress is monitored carefully as they acquire new language skills.
- Improve the promotion of community cohesion by focusing more on the national and global aspects.

Outcomes for individuals and groups of pupils

2

Pupils thoroughly enjoy school and were keen to tell the inspection team so. One older child said 'I feel that I would like to live here.' They like learning and work hard so they achieve well. Bilingual assistants provide good quality support to enable pupils who are learning to speak English as an additional language to take part in activities and learn well. Pupils with special educational needs and/or disabilities achieve well because their needs are accurately identified and they receive good quality support. Pupils' enthusiasm for their learning was seen in a lesson where some pupils with learning difficulties were being taught in a small group. The group were all on task and eager to answer questions and demonstrate their knowledge. This was because all activities were extremely interesting and expertly resourced to capture their interest. Learning was excellent because on-going assessment was used expertly to move individual pupils' learning on. Progress is good in relation to pupils' prior attainment. Attainment is below average in reading, writing and mathematics on entry to Year 1.

Pupils speak confidently about the importance of keeping themselves safe. They say they feel safe in school because the teachers always look after them. They know that an adult will sort out any problem if, on the rare occasion, anyone is being unkind. Pupils speak enthusiastically about what they know about road and water safety as well as internet safety. Their contribution to the school and the local community is good. They are proud of their school and like doing little jobs to help others. Pupils speak enthusiastically about raising funds for others who are not as fortunate as themselves. They spoke about Africa and that some people in hot countries do not have clean water or many clothes.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers use their good subject knowledge to plan lessons that are stimulating, engage the pupils and so allow learning to be good. Resources, including information and communication technology, are used well to reinforce and develop learning. At times, teaching assistants are not effectively deployed and this has a detrimental effect on learning. When teachers mark pupils' work, they use stamps which inform them and the pupils whether or not they have reached the targets they are given in literacy and numeracy. Pupils say they like this system. Assessment books, which are used regularly in all classes, give pupils and adults an excellent picture of the good progress that pupils make as they move through the school.

The good curriculum is effectively planned and organised. As a result, it allows pupils to make good progress. A wide range of extra-curricular activities are offered which are enjoyed and well attended. Pupils who speak English as an additional language do not have a well-established system which monitors how well they are acquiring basic language skills.

Good attention is given to all aspects of care, guidance and support. Good partnerships with others, especially with external agencies and the local junior school, enable pupils with specific needs to be well supported and older pupils to transfer with ease. Personal and social skills have a strong focus in all that the pupils do. Pupils' personal successes, as well as academic achievements, are promoted through working in house groups to collect coloured balls; this is a great success and enjoyed by all. The school acknowledges that strategies to improve attendance are still not working successfully for the few families who take extended holidays.

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These are the grades for the quality of provision

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

How effective are leadership and management?

The school's good leadership is demonstrated in its ambition and drive for further improvement, particularly by the acting headteacher, who has high aspirations and is providing a very clear direction for development. A new staffing structure has been created and the senior leadership team has worked together effectively to identify quickly what needs to be done. There is a strong focus on driving improvements in English and mathematics and tracking pupils' progress as well as working on strategies to involve parents and carers more. Teachers are held accountable for ensuring pupils' good progress and meet regularly with senior leaders and managers to make sure all pupils are on course to reach their targets. There are good systems for evaluating the work of the school. As a result, senior leaders and managers have a good understanding of the school's strengths and areas for development. The way in which the school promotes community cohesion is satisfactory. The school links well with the local community but links further afield are few. Health and safety are taken very seriously and safeguarding requirements were secure at the time of the inspection. Governors ensure that the school's safeguarding and child protection procedures meet requirements and that all pupils are treated equally and any discrimination is tackled. They take their roles seriously and are well informed about the work of the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2

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	
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in Nursery and learn well because teaching is good. Good teaching and learning continues as they move through Reception. By the end of Reception, children generally reach the expected levels in most areas other than reading, writing and numeracy. Given that their starting points are lower than those usually expected, this represents good progress. Relationships are good throughout and behaviour is good. All children are well cared for. Bilingual teaching assistants enable those children who speak English as an additional language to have full access to the activities and learn well. However, monitoring of how they are acquiring basic language skills is not well documented. Otherwise, clear and informative records are kept on the progress all children make as they move through Nursery and Reception. Children identified as having special educational needs and/or disabilities are supported sensitively so that they learn as well as their classmates. The curriculum is well planned and appropriate for these young children. There is a good mix of adult-focused activities and those which are child-initiated. Activities engage the children well because they are interesting and effectively resourced. In the outside area, which is used well, Nursery children were seen interacting well with each other as they played in a large exercise frame in the shape of a caterpillar. Effective adult support resulted in good learning taking place. Reception children were seen developing a good awareness of reading as they shared books with an adult. All children have many opportunities to make marks on paper and begin to develop basic writing and number skills. However, these areas are not always well placed in the classroom or resourced in an exciting way. An enthusiastic leader and manager has, very recently, been appointed. She has quickly identified what needs to be improved. For example, there are plans to develop transition procedures into Nursery so that parents and carers are more involved. Adults work well together in this relatively newly-formed team.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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

Only a few parents and carers returned questionnaires. All of the parents and carers who returned questionnaires thought teaching was good and that the school helped their children to develop a healthy lifestyle. Almost all thought their children were safe in school, that their children were making enough progress and that they were well informed about how their children were getting on. A very small minority feel that the school is not preparing their children for the future and that the school does not effectively deal with unacceptable behaviour. Inspectors found no evidence to support this during the inspection. Overall, almost all are happy with their children's experience at Delves.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Delves 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 completed 36 questionnaires by the end of the on-site inspection. In total, there are 306 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	64	11	31	2	6	0	0
The school keeps my child safe	25	69	10	28	1	3	0	0
The school informs me about my child's progress	15	42	18	50	1	3	0	0
My child is making enough progress at this school	16	44	16	44	1	3	0	0
The teaching is good at this school	20	56	15	42	0	0	0	0
The school helps me to support my child's learning	16	44	17	47	2	6	0	0
The school helps my child to have a healthy lifestyle	16	44	19	53	0	0	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)	11	31	16	44	2	6	1	3
The school meets my child's particular needs	15	42	19	53	1	3	0	0
The school deals effectively with unacceptable behaviour	14	39	14	39	1	3	2	6
The school takes account of my suggestions and concerns	15	42	15	42	1	3	1	3
The school is led and managed effectively	17	47	13	36	0	0	2	6
Overall, I am happy with my child's experience at this school	22	61	12	33	0	0	1	3

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



15 September 2010

Dear Pupils

Inspection of Delves Infant School, Walsall, WS5 4PU

Thank you for the help you gave us during our recent visit. We especially enjoyed talking to you and visiting your lessons. We know you enjoy school because you told us. All of us think your behaviour is outstanding in lessons and when you play outside.

These are the main things we found out about your school.

- Yours is a good school which is well led and managed.
- The teaching is good and allows you to learn well.
- You are all well looked after and cared for.
- You have a good understanding of how to keep fit and healthy. We were impressed that you know all about foods which are good for you like fruits and vegetables.
- Teachers plan exciting visits out and invite many visitors in to make learning even more fun. We really like the pictures on the walls which you painted with the visiting artist. They make your school look really special.
- You learn lots about how to keep yourselves safe.

We have asked the school to do two things to improve the education you receive.

- Make sure that children who speak English as an additional language are assessed on the English skills they have already learnt when they start in Nursery. Then, check their progress regularly.
- Plan more opportunities for you to learn more about life in other parts of the country and in the rest of the world.

You can help by continuing to work hard in all lessons.

Yours sincerely

Nina Bee

Lead inspector

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