

Whitgreave Junior School

Inspection report

Unique Reference Number	104297
Local Authority	Wolverhampton
Inspection number	355554
Inspection dates	24–25 January 2011
Reporting inspector	Helen Morrison

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The local authority
Headteacher	Denise Dalton
Date of previous school inspection	11 December 2007
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Introduction

This inspection was carried out by three additional inspectors. A total of 16 lessons were seen, taught by eight teachers. Meetings were held with groups of pupils, school leaders and representatives of the governing body. Inspectors observed the school's work, and looked at: data on pupils' achievement, including their current progress; documents about safeguarding; plans for improvement; pupils' work; curriculum planning and records of the school's own monitoring of its performance. Inspectors analysed the 39 questionnaires that were returned by parents and carers, together with seven from staff and 48 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What are pupils' current attainment and rates of progress, particularly in English?
- What has been the impact of actions to improve attendance?
- How well does teaching ensure that all pupils make good progress, including those with special educational needs and/or disabilities?
- How well have leaders and managers improved the school since the last inspection?

Information about the school

Whitgreave Junior is smaller than the average primary school. The large majority of pupils are from White British backgrounds. A number of other minority ethnic groups are represented in the school, the largest of these being pupils of mixed heritage. Just over a half of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average and the majority of these have speech, language and communication needs. A small minority of pupils speak English as an additional language although none are at the early stages of learning English. There are more boys than girls but this varies between year groups. The school has Healthy Schools status.

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

Whitgreave Junior is a good school which lives up to its motto 'Everyone Matters'. The strong leadership of the headteacher, ably supported by senior leaders and members of the governing body, has ensured that ambition and consistently high expectations for all its pupils are the basis of 'The Whitgreave Way' of doing things. As a result, all pupils enjoy school. They are well cared for and achieve well.

The curriculum is exciting and adapted well to meet the needs and interests of pupils. As one pupil said: 'Our teachers make lessons fun.' The school has ensured that boys, in particular, enjoy learning by providing a good range of practical experiences. For example, pupils in Year 5 learn to write instructions based on their first-hand experience of making gruel as part of their study of Victorian England. However, writing is too often limited by the use of worksheets and pupils are not given enough opportunities to write at length.

The school is caring and welcoming and pupils' personal development is promoted well. Pupils know they will be listened to if they approach an adult with a concern and say that any misbehaviour or bullying is dealt with promptly and effectively. As a result, they feel very safe in school. Pupils have a well-developed understanding of the United Kingdom as a diverse community and, as a result, pupils from different backgrounds respect one another and get on well together.

The school has implemented a wide range of initiatives to promote good attendance, such as class awards and the intervention of the school's Personal Development Worker. In consequence, attendance shows a clear upward trend and is now average. However, the school does not give individual awards to promote consistent attendance and reduce further the small minority of persistent absentees.

The headteacher, senior leaders and members of the governing body have a good understanding of the needs of pupils and their families as well as a clear vision for the future improvement of the school to which all staff are committed. Good leadership underpins the school's good capacity for sustained further improvement. Accurate school self-evaluation and monitoring of teaching by senior leaders have led to well-targeted professional development for staff and, as a result, teaching has improved and is now good. On occasion, however, more-able pupils are not given sufficiently challenging work. Pupils' work is marked regularly but this does not always tell pupils what they need to do to improve their work.

What does the school need to do to improve further?

- Raise attainment and improve progress in writing by offering more opportunities for pupils to develop their writing skills by letting them write for longer and allowing them more choice as to how to present their writing.

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

- Increase the proportion of high quality teaching so that, by the end of the 2010/11 school year, 80% of lessons are good or better through:
 - providing work that is well matched to the needs of more-able pupils so that they reach the high standards of which they are capable
 - ensuring that teachers' marking provides pupils with consistently good advice on what they need to do to improve their work.
- Increase attendance to at least 95% for the 2010/11 school year by developing incentives for pupils which encourage good attendance and punctuality.

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

Attainment at the end of Year 6 fell in 2010 and was below average. The school carefully analysed the particular circumstances which led to the dip in attainment and has taken appropriate action. As a result, inspection evidence from lesson observations and work in pupils' books show that attainment is now average. Carefully targeted interventions and initiatives to encourage pupils to read and write have improved pupils' reading skills although they are only just beginning to raise attainment in writing.

Although pupils join the school with below average attainment, carefully planned teaching ensures that they make good progress. For example, Year 4 pupils used a large floor mat representing the seaside which helped them use a wide variety of adjectives to describe what they would expect to find there. Practical activities hold pupils' interest, such as a Year 6 science investigation in which pupils excitedly ran toy cars over different surfaces to observe the effects of friction. Pupils with special educational needs and/or disabilities, those for whom English is an additional language and pupils known to be eligible for free school meals make good progress because the school is quick to identify their individual needs and provide personalised support in lessons, often from highly-skilled teaching assistants. However, at times work is insufficiently challenging for more-able pupils. On these occasions, they do not make the rapid progress of which they are capable.

Pupils have a good understanding of the importance of taking regular exercise and having a healthy diet. For example, the tuck shop run by pupils sells cereal bars and fruit and the cookery club for pupils and parents teaches how to prepare healthy and affordable meals. Pupils know the difference between right and wrong and behave well, and their spiritual, moral, social and cultural development is good. There is a strong sense of working together to help one another in school and pupils make a good contribution to the wider community through collections for local and national charities. Pupils try hard to do their best. This, together with their increasing awareness of the world of work as a result of visits from local professionals and their developing basic skills, results in them being well prepared for the next stage of their education and later life.

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

These are the grades for pupils' outcomes

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	2
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good because teachers have good subject knowledge and teaching assistants and teachers work well together as a team. High quality planning across all subjects, the use of information and communication technology and effective questioning all cleverly relate learning to everyday experiences. This enthuses pupils and captures their interest. Tasks are usually well matched to pupils' needs. Together with pupils' good understanding of their targets, this ensures that they make good progress. A wide range of stimulating opportunities such as clubs, visitors and visits enrich the curriculum.

The school looks after pupils well. They and their families are well known to staff. The school works effectively with a range of agencies to support pupils, especially those whose circumstances make them vulnerable, so that they are helped to achieve well.

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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?

There has been good improvement since the last inspection. This is based on leaders' determination and their good understanding of the school's strengths and areas for development. The school is committed to equality of opportunity and tackling discrimination and identifies quickly the needs of pupils with special educational needs and/or disabilities pupils eligible for free school meals and those for whom English is an additional language so that they are given appropriate support. Termly pupil progress meetings are based on the school's rigorous analysis of the progress of different groups of pupils and ensure that any differences are promptly addressed so that boys and girls in all groups make similarly good progress.

The governing body holds the school to account well and fulfils its statutory duties effectively. Members of the governing body are very well informed about the life of the school and its performance and visit the school regularly to gain first-hand information. They work well with senior leaders in developing and monitoring strategic planning.

A wide range of partnerships with local schools and businesses provides good professional development for staff and offer exciting learning opportunities for pupils. Relationships with parents and carers are positive and they are encouraged to support their children's education.

The school has a good understanding of the needs of its own and neighbouring communities. As a result, pupils from different backgrounds get on well together.

Whitgreave Junior has links with a school in a contrasting neighbourhood in the United Kingdom and provides a range of opportunities for pupils to learn about people overseas.

Safeguarding procedures are regularly monitored and evaluated by senior leaders and members of the governing body. Well-established risk assessment systems ensure that pupils are safe in school. Through teaching about road safety and safety when using the internet, for example, pupils gain a good understanding of how to keep themselves safe.

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

Views of parents and carers

Parents and carers are very supportive of the school, with almost all agreeing that it helps their child to have a healthy lifestyle. The overwhelming majority that responded to the inspection questionnaire say their children are kept safe and that the school meets their child's needs. A small minority of parents and carers feel that the school does not deal effectively with unacceptable behaviour. During the inspection behaviour was good, with any minor misbehaviour promptly dealt with so that learning was not interrupted.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whitgreave Junior 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	49	17	44	1	3	1	3
The school keeps my child safe	25	64	12	31	0	0	1	3
My school informs me about my child's progress	17	44	18	46	4	10	0	0
My child is making enough progress at this school	19	49	17	44	1	3	1	3
The teaching is good at this school	21	54	16	41	1	3	1	3
The school helps me to support my child's learning	20	51	15	38	3	8	1	3
The school helps my child to have a healthy lifestyle	24	62	14	36	1	3	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)	21	54	15	38	2	5	1	3
The school meets my child's particular needs	21	54	16	41	0	0	2	5
The school deals effectively with unacceptable behaviour	17	44	16	41	3	8	2	5
The school takes account of my suggestions and concerns	13	33	22	56	1	3	2	5
The school is led and managed effectively	19	49	14	36	4	10	1	3
Overall, I am happy with my child's experience at this school	21	54	15	38	1	3	2	5

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



26 January 2011

Dear Pupils

Inspection of Whitgreave Junior School, Wolverhampton, WV10 9JP

Thank you for welcoming us to your school and for showing us what you are learning. We really enjoyed talking to you, sharing your lessons and reading your questionnaires. We agree with you that Whitgreave is a good school where 'Everyone Matters'. Here are some of the reasons why:

Your teachers care for you and look after you well so that you feel very safe.

You behave well around school and get on really well together.

You enjoy exciting activities and your teachers make learning fun for you, so you are actively involved.

You learn a lot about people from different backgrounds and cultures.

Those of you who find work difficult are given lots of support so you can keep up with your classmates.

In order that your school gets even better we have asked your headteacher, staff and governors to do the following:

- help you to write better by giving you more opportunities to write at length so you practise your writing skills
- make the teaching even better by ensuring that those of you who are capable of reaching high standards always have challenging work to do and by helping you all to know what you need to do next to improve your work
- make sure that more of you come to school regularly and praise those of you who do.

All the adults in your school want you to do well. You can help them by making sure you come to school every day when you are well and by always doing your best.

I wish you lots of success in the future.

Yours sincerely

Helen Morrison

Lead Inspector

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