

# Westacre Infant School

## Inspection report

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<b>Unique Reference Number</b>	104312
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	355559
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Helen Morrison

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>	279
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Buchanan
<b>Headteacher</b>	Judith Mapp
<b>Date of previous school inspection</b>	23 January 2008
<b>School address</b>	Finchfield Hill Wolverhampton WV3 9EP
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## Introduction

This inspection was carried out by three additional inspectors. A total of 20 lessons taught by 10 teachers were seen. Meetings were held with groups of pupils, school leaders and representatives of the governing body. Inspectors observed the school's work, and looked at: curriculum planning; data on pupils' achievement, including their current progress; documents about safeguarding; plans for improvement; pupils' work; and records of the school's own monitoring of its performance. They also analysed 86 questionnaires that were returned by parents and carers, together with seven from staff.

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

- Current attainment and rates of progress, particularly in communication, language and literacy in the Early Years Foundation Stage.
- The effectiveness of teaching and the curriculum in securing good progress, particularly for potentially higher-attaining pupils in writing and mathematics in Key Stage 1.
- The effectiveness of promoting equality through meeting the needs of different groups of pupils.

## Information about the school

Westacre is a larger-than-average infant school where the majority of pupils are from White British backgrounds. A small minority of pupils speak English as an additional language though only a few are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is well-below average as is that of pupils identified as having special educational needs and/or disabilities. There are more boys than girls in Key Stage 1.

The Early Years Foundation Stage comprises a Nursery class, which provides part-time education, and three full-time Reception classes.

The school has National 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

Westacre is a good school where pupils enjoy learning and, as a result of good teaching, achieve exceptionally well and make good progress.

Children are given a good start to their education in the Early Years Foundation Stage. They enjoy coming to school and as one parent commented: 'My child runs joyfully into Nursery each day.' As a result of the creative use of both indoor and outdoor learning areas, children in Nursery and Reception make good progress in all the areas of learning, particularly in problem solving, reasoning and numeracy. However their understanding of the links between sounds and letters is not always sufficiently strong and this slows their progress in writing.

The curriculum is exciting and carefully planned to develop pupils' literacy and numeracy skills. As a result pupils in Year 2 reach high standards, especially in reading, and pupils' achievement across the school is outstanding. All pupils, including those with special educational needs and/or disabilities and pupils for whom English is an additional language, make good progress. The school ensures that more-able pupils are sufficiently challenged in mathematics by providing opportunities for them to solve problems although they are not given enough opportunities to extend their writing skills. Pupils' writing is marked regularly with positive, encouraging comments but these do not consistently tell pupils what they need to do to improve their work.

The school has worked hard to ensure that boys enjoy learning by providing a good range of practical experiences on which they can base their learning. For example, pupils in Year 1 learn to add and subtract money based on their experience of 'shopping' for fruit. As a result pupils are keen to come to school and look forward to learning each day. Their behaviour is good and often exemplary, and attendance is high.

Relationships with parents and carers are positive. One parent, typical of many, commented: 'The school's traditional values bring out the best in each child'. Parents and carers are encouraged to support their children's education through information provided in curriculum booklets and regular newsletters. There are daily opportunities for them to discuss the progress of their children with class teachers although there are too few opportunities for them to influence whole-school activities and initiatives.

The headteacher and senior leaders lead the school well. They ensure that all staff share their understanding of the needs of pupils and the progress they make. Accurate school self-evaluation is based on careful analysis of pupil performance data. Senior staff regularly monitor teaching and learning to identify where improvements can be made and to facilitate the sharing of good practice. This good leadership underpins the school's good capacity for sustained improvement and has been effective in ensuring that challenging targets for pupils' attainment have been met. Members of the governing body are

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supportive of the school although they do not have enough first-hand information and are too reliant on that provided by the headteacher to hold the school's senior leaders sufficiently to account.

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

- Improve progress in writing by ensuring that:
  - pupils have better knowledge of letters and sounds in the Early Years Foundation Stage
  - more-able pupils are fully challenged in every lesson so that they reach the high standards of which they are capable
  - teachers' marking provides pupils with consistently good advice on what they need to do to improve their work.
- Involve parents more in the life and work of the school by improving the systems to gather and respond to parents' and carers' ideas and suggestions.
- Ensure members of the governing body obtain sufficient information to provide well informed challenge to school leaders.

## Outcomes for individuals and groups of pupils

2

Children enter the school with skills typical of their age and make good progress in the Nursery and Reception classes. Pupils in Key Stage 1 also make good progress. Attainment of pupils at the end of Year 2 has been well-above the national average for the last four years and current pupils' work confirms that these standards are being maintained. Pupils with special educational needs and/or disabilities and those for whom English is an additional language 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.

Pupils are clear about what they are learning in lessons and participate eagerly in practical activities, such as making jam tarts in the Nursery. They learn to work well together by negotiating their activities in groups and by sharing resources. For example Year 2 pupils enjoyed making simple electrical circuits and the challenge of explaining why the light bulb shone more brightly when a second battery was added.

Pupils enjoy being at school because they say it is caring and welcoming. They know they will be listened to if they approach an adult with a concern so they feel safe in school. They happily take on responsibilities, such as acting as monitors or servers at lunchtimes. This, together with pupils' increasing awareness of the world of work and good arrangements for transition to the local junior school, results in their being well prepared for the next stage of their education and later life.

Pupils know the difference between right and wrong, and their spiritual, moral, social and cultural development is good. They have a good understanding of the importance of leading a healthy lifestyle, for example through taking regular exercise and participating in sporting activities. Pupils make a good contribution to the wider community and enjoy supporting local and national charities.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## 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. Good planning across all subjects relates learning to everyday experiences and this, together with a wide range of visitors and visits, enriches the curriculum and captures pupils' interest. Questioning is used well to monitor pupils' understanding and tasks are usually well matched to pupils' needs so they make good progress. However, at times work is over directed by adults, which limits opportunities for pupils to work independently and slows the pace of lessons. Some marking provides pupils with good examples of how they could improve their work but this is not consistent, particularly in writing, and sometimes comments are not followed up in subsequent work.

Staff look after pupils well and keep a close check on their welfare. Good induction procedures ensure that children settle into Nursery quickly. 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*

<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>2</b>

## How effective are leadership and management?

The drive and ambition of the headteacher and senior leaders has sustained the school's high standards. The senior leadership team have a good understanding of the school's strengths and areas for development on which future plans are based but some measures by which the school's success is judged are not sharp enough. The school is committed to equality of opportunity and pupils from different backgrounds get on well together. The school identifies quickly the needs of pupils with special educational needs and/or disabilities and those for whom English is an additional language are given appropriate support. The school analyses pupil progress data rigorously so that any difference in attainment between different groups is addressed promptly. As a result the gap between the attainment of more able boys and girls in mathematics has largely closed although some writing tasks are insufficiently challenging for more-able pupils so that they do not always make the rapid progress of which they are capable.

Members of the governing body are supportive of the school and fulfil their statutory duties. However they are not sufficiently involved in strategic planning.

A wide range of partnerships including those with local schools offers exciting learning opportunities for pupils. The school has a good understanding of the needs of its own and neighbouring communities and this, together with links with a school in a contrasting neighbourhood in the United Kingdom and a range of opportunities to learn about people overseas, including charity fundraising, demonstrates that the school successfully promotes community cohesion.

Safeguarding procedures are good. Well-established risk assessment systems ensure that pupils are safe in school and they have a good understanding of how to keep themselves safe, for example through teaching about road and fire safety.

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*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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enjoy learning and make good progress in the Early Years Foundation Stage. As a result of good teaching and an exciting and challenging curriculum they start Year 1 with above average standards in problem solving, reasoning and numeracy. However, attainment is lower in communication, language and literacy because children's understanding of the links between sounds and letters is not sufficiently developed and this slows progress in writing.

The curriculum captures the children's interest and imagination, and activities are well-chosen and engaging in both the Nursery and Reception classes. For example children enjoy opportunities to move in time to music while making circle patterns in foam as the basis for letter formation. A good range of exciting activities is provided from which children can choose and as a result their independence is promoted well, particularly in the Nursery. Nevertheless, pupils' progress in Reception sometimes slows because adults intervene too readily and children are not always given enough opportunities to use their own initiative and develop their own ideas.

The leadership and management of the Early Years Foundation Stage are good and children's progress is monitored well. There is close teamwork between all adults and a strong commitment to helping parents and carers support children's learning. Children are well cared for and procedures are in place to ensure that they are safeguarded effectively.

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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>2</b>
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

Parents and carers are very supportive of the school and all who responded to the Ofsted questionnaire say their child enjoys school. Almost all state that their child is kept safe, is well taught and parents and carers are happy with their child's experience at Westacre. Responses to almost all questions indicate that a higher proportion than that found nationally hold positive views about the school. A small minority of parents and carers, including some who agreed the school took account of their suggestions and ideas, commented that they felt the school could do more to recognise their views. Inspectors found that staff welcome parents and carers to talk about any concerns about their child's learning and progress at the beginning and end of each day but some opportunities to consult parents over whole school matters are missed. A few parents said they would welcome electronic means of communicating with them and inspectors found that these are under-used.

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

Ofsted invited all the registered parents and carers of pupils registered at Westacre 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 279 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	76	21	24	0	0	0	0
The school keeps my child safe	61	71	24	28	1	1	0	0
My school informs me about my child's progress	45	52	37	43	3	3	1	1
My child is making enough progress at this school	46	53	36	42	4	5	0	0
The teaching is good at this school	63	73	22	26	0	0	0	0
The school helps me to support my child's learning	45	52	37	43	4	5	0	0
The school helps my child to have a healthy lifestyle	55	64	26	30	4	5	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)	50	58	30	35	0	0	0	0
The school meets my child's particular needs	46	53	34	40	4	5	0	0
The school deals effectively with unacceptable behaviour	51	59	31	36	1	1	0	0
The school takes account of my suggestions and concerns	36	42	33	38	5	6	2	2
The school is led and managed effectively	48	56	33	38	2	2	0	0
Overall, I am happy with my child's experience at this school	56	65	29	34	1	1	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 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	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](http://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"><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 pupils' 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.**



25 November 2010

Dear Pupils

**Inspection of Westacre Infant School, Wolverhampton, WV3 9EP**

Thank you for your friendly welcome to your school and for showing us what you are learning. We really enjoyed talking to you and sharing your lessons. We agree with you that Westacre is a good school. Here are some of the reasons why.

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

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

The children in the Early Years Foundation Stage get a good start to their school life.

You make good progress and by the end of Year 2 you reach standards that are higher than most seven-year-olds.

You come to school every day because you enjoy exciting activities and your teachers work hard to make learning fun for you.

In order that your school gets even better we have asked your headteacher, staff and the governing body to do the following.

Make sure that you all make good progress in writing by helping the children in Nursery and Reception know the sounds letters make. Make sure those of you who find writing easy always have hard enough work to do and by helping you know what you need to do next to do better.

Find ways to learn what your mums and dads think about school so they can help to decide the things you do there.

Make sure the governing body find out all they can about your school to help them lead it well.

All the adults in your school want you to do well. You can help them by continuing always to do your best.

Yours sincerely

Helen Morrison

Lead inspector

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