



# East Park Infant School

## Inspection Report

**Unique Reference Number** 104308  
**LEA** Wolverhampton  
**Inspection number** 277127  
**Inspection dates** 13 October 2005 to 14 October 2005  
**Reporting inspector** David Westall RISP

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

<b>Type of school</b>	Infant	<b>School address</b>	Hollington Road
<b>School category</b>	Community		Wolverhampton
<b>Age range of pupils</b>	3 to 7		West Midlands WV1 2DS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01902 558899
<b>Number on roll</b>	322	<b>Fax number</b>	01902 558899
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	20 March 2000	<b>Headteacher</b>	Mr Nicholas Sullivan

<b>Age group</b> 3 to 7	<b>Inspection dates</b> 13 October 2005 - 14 October 2005	<b>Inspection number</b> 277127
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## Introduction

The inspection was carried out by a team of three Additional Inspectors.

## Description of the school

The school is bigger than most infant schools. The percentage of pupils known to be eligible for free school meals is above the national average. The percentage identified as having learning difficulties is broadly average. There are more pupils from minority ethnic backgrounds than in most schools but few are at an early stage of learning English. The school is situated within the top 5% of deprived wards nationally. On entry to nursery children's standards are generally below average.

The school has received a range of awards in recent years, including, in 2004, Gold Artsmark, Basic Skills Quality Mark and Investor in People.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school, which has some outstanding features. It provides good value for money. The inspection confirmed the school's own evaluation that it provides a good quality of education.

Children in the nursery and reception classes make a good start. They make good progress because of the good teaching. By the time they start Year 1, their overall standards are broadly in line with those expected nationally. The quality of teaching is also good in Years 1 and 2, and enables pupils to continue to make good progress. Indeed, the most capable pupils do particularly well, and this is evident in the overall standards in Year 2, which are above national expectations. In addition, pupils' personal development is fostered very strongly and is reflected in pupils' very positive attitudes and behaviour. The overall leadership and management of the school are good. The leadership of the headteacher is inspirational and he is very effective in communicating his belief that 'high standards go hand-in-hand with quality learning experiences'. The curriculum is outstanding and provides pupils with a wide range of exciting learning opportunities. It plays a big part in helping pupils to achieve well. The leadership provided by other key staff is good but subject co-ordinators do not do enough checking up on teaching and learning in subjects other than English and mathematics. The school is a safe and caring community where every child matters. As a result, pupils love their school and thrive.

Pupils' standards, attendance and the quality of teaching have improved significantly since the last inspection. Because the headteacher, staff and governors share a common sense of purpose, the school is well placed to improve still further.

### What the school should do to improve further

- improve the management of subjects other than English and mathematics, so that teaching and learning is checked in order to identify and develop good practice and further raise standards.

## Achievement and standards

### Grade: 2

Pupils' achievement is good. The school sets itself ambitious targets for pupils' attainment and ensures that these are met. As a result, pupils make good progress and attain overall standards that are above national expectations at the end of Year 2.

On entry to the nursery, children's standards are mainly below average. Children make good progress as they move through the nursery and reception classes and generally meet national expectations by the time they enter Year 1. From this secure foundation, pupils flourish in Years 1 and 2 and the most capable pupils do particularly well. The results from the Year 2 national tests in 2005 broadly reflect the established trend of

above average standards since 2002. In addition, the 2005 results were the highest results the school had ever achieved in writing.

Pupils with learning difficulties achieve well against their starting points. The few pupils learning English as an additional language also make good progress as a result of the good support they receive. The very good achievement of the most capable pupils is reflected in the high percentages of pupils who notably exceed the expected standard in Year 2 in reading, writing and mathematics.

Grade: 2

## **Personal development and well-being**

**Grade: 1**

Pupils really enjoy school and are often bubbling with enthusiasm as they work. They know what is expected of them and behave very well. Pupils feel valued and secure, enjoy positive relationships with their peers and adults and have good self-esteem. Attendance is broadly in line with the national average.

Overall, pupils' spiritual, moral, social and cultural development is outstanding. Pupils appreciate the wonder of the made and natural world and have a good understanding of different religions and cultures. They create class rules, clearly understand the difference between right and wrong, and have a well developed sense of fair-play. Pupils work together amicably and cooperatively on shared tasks, willingly undertake responsibilities and enjoy each other's company, throughout the day. The school's very successful pupil forum effectively helps them to make a positive contribution to school life. Cultural development is outstanding and enables pupils to appreciate the richness and diversity of their local community, particularly through visits to places of worship, museums and galleries and school visitors.

The school is part of the local authority 'Healthy Schools Scheme', and a very good range of initiatives helps to promote a healthy lifestyle.

Grade: 1

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

The quality of teaching is good and this confirms the school's own view. As a result, pupils make good progress throughout the school. The strengths in the teaching include: good planning that is well matched to pupils' needs; consistently high expectations of behaviour and work habits; positive relationships; clear explanations; skilful questioning; and an emphasis on pupil involvement. These strategies enable pupils to enjoy learning and to achieve well. They work effectively in groups and independently and make positive contributions to lessons. Teaching assistants also provide good support for pupils, including those with particular learning difficulties

or disabilities. The most capable pupils are very effectively challenged and this enables them to do very well.

Assessment procedures are good in the nursery and in the reception classes. In Years 1 and 2, teachers use effective tracking and target setting systems in English and mathematics. These good procedures make a beneficial impact on the standards pupils reach at the end of the reception period, and in reading, writing and mathematics in Year 2. Assessment procedures in other subjects in Years 1 and 2 are sound and improving.

Grade: 2

## **Curriculum and other activities**

### **Grade: 1**

Curriculum provision is outstanding. It meets pupils' need in all respects and opportunities for enrichment are exemplary. There is a particularly rich range of experiences in the arts. A wide range of imaginative activities is provided to enhance pupils' language, literacy, numeracy and information and communication technology (ICT) skills. Lunchtime clubs extend learning further. Teachers have adapted and extended national guidance to create innovative learning programmes, in all subjects, that include a wealth of visits, visitors, performing arts activities and themed events to enrich pupils' learning experiences. This curriculum makes a very positive impact on standards. Other innovative practices have resulted from the school's partnership work with other schools and local and national providers, for example the National Gallery and National Trust. In recognition of their curriculum achievements, the school has received national awards for developing pupils' literacy, numeracy and performing arts skills.

Grade: 1

## **Care, guidance and support**

### **Grade: 1**

The school is a caring community where everyone matters. The quality of care, guidance and support is very high. Arrangements for the safeguarding of pupils, including child protection procedures, are robust and meticulously reviewed. Pupils say that it is easy to talk to staff if they have any problems and that they are very well looked after. The highly committed staff know the pupils very well. They gather information sensitively and use it effectively to provide support and guidance for pupils' personal as well as academic development. In addition, the school's good assessment and tracking arrangements ensure that pupils' individual learning needs, including for those with learning difficulties, are accurately identified and met. The school works well with parents and external agencies to ensure that all pupils make good progress. Instances of bullying are very rare indeed, and are dealt with very promptly and effectively by the staff.

Grade: 1

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and the school has an accurate view of its strengths and areas for development. The leadership of the headteacher is outstanding. He is passionate about children's learning. He communicates his high expectations to staff, governors, pupils and parents in a way that fosters teamwork. His clear vision for the school inspires commitment and enthusiasm from all members of the community. As a result, they hold him in very high regard. Overall, management procedures are good. Assessment and tracking information is used effectively by the headteacher and members of the senior management team to establish priorities and target improvement. The school development plan is constructed with meticulous care. It involves all staff and governors and takes account of parents' views. It identifies sensible priorities, and has resulted in significant improvements.

The work of the senior management team and the special educational needs co-ordinator is good. The co-ordinators for English and mathematics also fulfil their roles well. They are particularly skilled in supporting their colleagues with planning and by introducing innovative teaching strategies. Effective procedures are used to evaluate pupils' progress, and their findings are used well to raise standards. Co-ordinators in other subjects provide good curriculum and planning support for colleagues. However, their roles in checking the implementation and impact of this planning need improvement. This is recognised by the school, and is already a priority in the development plan. Governors are highly committed and actively involved in the work of the school. They have a good understanding of its strengths and areas for improvement and this is enhanced by very regular classroom visits to see the school in action.

Grade: 2

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

The School Council (Talking Point) East Park Infant School Hollington Road Wolverhampton WV1 2DS

17 October 2005

Dear Pupils

Thank you for welcoming us to your school, and being so friendly, polite and helpful. This is what we found out:

You think East Park Infant School is a good school and we agree with you.

You enjoy school, find lessons interesting and behave very well.

The adults at the school take very good care of you, and you know who to go to if you want some help.

The teachers and their assistants are good at making sure that you do well in your lessons in all classes, and that your work in Year 2 is better than in most infant schools.

You are lucky to have such a very good headteacher who works with the hardworking teachers to make sure that you have lots of interesting things to do.

We could not find many things your school needed to do better but have asked the headteacher and governors to make sure that they check how well you are taught and learn in some subjects.

Thank you again for your help.

Yours faithfully

David Westall Lead Inspector

P.S. We particularly enjoyed watching the assembly with parents at the end of Book Week, and admired the care you had taken to dress as characters from books. We also enjoyed wearing the Count Dracula and Queen of Hearts costumes that the staff so kindly loaned us for the occasion!