

Haslucks Green School

Inspection report

Unique Reference Number	104046
Local Authority	Solihull
Inspection number	355512
Inspection dates	2–3 December 2010
Reporting inspector	Kath Campbell

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	240
Appropriate authority	The governing body
Chair	Bernard Murray
Headteacher	Carol Taylor
Date of previous school inspection	29 November 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 15 lessons and observed 10 teachers. One lesson was jointly observed with the headteacher. Inspectors held meetings with members of the governing body, staff and pupils. They also spoke informally to parents and carers. They observed the work of the school and looked at a wide range of documentation including teachers' planning, information about pupils' progress, child protection and safeguarding procedures. They looked at pupils' work and scrutinised 100 questionnaires completed by pupils and 76 by parents and carers.

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

- whether the progress and achievement of different groups is high enough
- the effectiveness of the school's tracking and assessment procedures in identifying potential underachievement, particularly of more-able pupils
- the extent to which assessment information is used to provide sufficient challenge and help pupils improve, particularly in mathematics
- whether leaders and managers at all levels and governors monitor the impact of initiatives with sufficient rigour and precision to drive through improvement.

Information about the school

Haslucks Green is an average sized school that serves a residential area close to the centre of Shirley. Most pupils are from a White British background and the proportion of pupils who speak English as an additional language is below average. The number of pupils known to be entitled to free school meals is low. The proportion of pupils with special educational needs and/or disabilities is similar to that found in other schools and the number of pupils with a statement of special educational needs is above average. The school has received numerous awards in recognition of its work, including Activemark, Artsmark Gold, the Healthy Schools and Eco silver awards.

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?

3

The school's capacity for sustained improvement

3

Main findings

Haslucks Green is a satisfactory school. There are notable strengths in the care, guidance and support provided for pupils, resulting in good personal development.

Attendance is excellent because pupils greatly enjoy coming to school. It is evident from questionnaires completed by parents, carers and pupils that most are proud to be part of the school. As one parent commented, 'My child has really blossomed here'. The headteacher has created an environment where staff feel valued. They work closely as a team and share the same ambitions for improving the school.

Pupils make satisfactory progress from their starting points and typically reach above average standards by the end of Year 6. In 2010 the school made a concerted effort to reverse a two year dip in English standards. Initiatives designed to engage boys' interest and encourage greater enthusiasm for writing, were particularly effective and contributed to good improvement in standards, especially at higher levels. Although further work remains to be done, the upward trend in English is evident in pupils' current work. The school is now turning its attention to securing a similar improvement in mathematics where the picture has not been as positive. Until recently, some more able pupils did not reach the levels of which they were capable because not enough was asked of them. Recently improved systems for tracking the progress of individual pupils ensure underachievement is identified much earlier than in the past. As a result, more-able pupils, particularly those in Year 6, currently make good progress because they receive the right level of challenge. Although some strategies are relatively new and have not had time to have an impact on attainment, inspection evidence shows that standards in mathematics are progressively improving.

Although almost half of the teaching observed during the inspection was good, the overall quality is not yet strong enough to ensure learning and progress are consistently good throughout the school. Sometimes, in teachers' quest to make activities interesting and relevant, the focus on what pupils are learning is lost. Information from recent assessments has been used well to organise pupils into targeted groups for numeracy and this is starting to have a positive impact on standards. However, there are inconsistencies within teaching and not all teachers have high enough expectations. Many do not show pupils the next step forward when they mark their work. The curriculum has a richness and diversity that motivates pupils well. The high uptake on a wide range of extra curricular clubs adds much to pupils' enjoyment. Planned opportunities for pupils to consolidate and extend skills across different subjects are becoming a more integral part of learning but are not yet sufficiently strongly developed. Through very effective links with partner institutions, pupils have well-rounded attitudes to healthy lifestyles. The school's caring environment works particularly well with supporting pupils whose circumstances make them vulnerable, enabling them to participate fully in school life.

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The school's leaders accurately identify the right priorities for moving the school forward. However, self-evaluation is sometimes over optimistic, particularly about the quality of teaching and learning. This is because it is based on pupils' personal outcomes, rather than on their satisfactory academic progress. Senior leaders monitor the work of the school satisfactorily, although not always with enough precision. Although many governors have a good level of involvement and ensure that pupils are safe and well cared for, they do not always have enough first hand knowledge to hold the school to account for standards achieved. Nevertheless, taking all the above into account, particularly the upturn in English standards and the current improvement in mathematics, the school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise the proportion of pupils reaching higher levels in mathematics by:
 - making full use of assessment information to ensure more able pupils are consistently challenged in their work
 - focusing with greater precision on the day-to-day quality of learning of individual pupils, especially the more able
 - providing more opportunities for pupils to extend their numeracy skills in other subjects
- Increase the proportion of good or better teaching by:
 - ensuring all teachers have the highest expectations of what pupils can achieve
 - using marking more effectively to move pupils on to the next step in their learning
- Strengthen the monitoring and evaluation role of leaders at all levels and governors by:
 - ensuring monitoring focuses with greater precision on measuring the impact of initiatives on pupils' learning outcomes.
- Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils

3

Some pupils in the current Year 3 classes took a little time to adapt to their new setting. Progress slowed while these pupils settled into new ways of learning. The school supports pupils in most need well and, at the time of the inspection, these younger pupils were beginning to enjoy success. Throughout the school, pupils with learning difficulties and/or disabilities make good progress because rigorous tracking identifies them early so that they get the additional support they need in good time. These pupils benefit from the good staffing ratio, particularly during group activities, when they often receive one-to-one attention.

Initiatives, such as regular writing assessments, work well because pupils of all abilities enjoy seeing how much progress they have made over a period of time and value being involved in their learning. Some teachers move pupils on at a rapid pace because the level of challenge is high. A good example of this was seen in a Year 6 lesson where even the

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most-able mathematician was challenged by the 'Maths Detective' problem solving activities. Pupils relished the opportunity to extend their learning and many came up with truly amazing solutions. It was a thoroughly enjoyable, high quality learning experience.

Pupils have a good understanding of how to keep safe. Most behave very well in lessons but one or two do not behave as well at other times. Pupils' good contribution to the school and wider community is demonstrated well by the involvement of the school council and other pupils in organising numerous activities themselves. They recognise that there are others less fortunate than themselves and regularly raise money for many good causes. Spiritual, moral, social and cultural development is satisfactory. Opportunities to develop pupils' creative and artistic talents are good and greatly enhance pupils' cultural development. However, not all pupils are sufficiently well-prepared for life in a multi-cultural society.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
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	1
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Lessons throughout the school are enjoyable and teachers and support staff always try to respond to pupils' needs. Teachers use interactive whiteboards well to capture pupils' interest. Planning is often detailed but does not always pay sufficient attention to ensuring activities are sufficiently challenging. Teachers set appropriate individual targets so that pupils of different abilities know what they personally are trying to achieve. However, pupils do not always know how to move to the next step as soon as they are ready. This

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lack of clarity is partly why progress for some pupils, particularly the more able, sometimes slows.

The school carefully thinks through adaptations to its curriculum in order to meet the needs of pupils. It succeeds in motivating boys through its choice of topics. Themed activities such as 'arts week' and, as observed during the inspection, Mehndi painting successfully bring the curriculum alive. Pupils greatly appreciate the opportunities on offer, such as the chance to learn to play a brass instrument. The school makes very effective use of its 'Forest School' facilities. Together with numerous other innovations, such as its commitment to Eco awareness, these greatly enhance pupils' enjoyment of learning.

High levels of commitment to welfare ensure that pupils are happy in school. Pastoral care is an important part of the school's work. Adults know their pupils well and relationships are strong. Good quality transfer arrangements ensure that pupils are soundly prepared for the next stage of their education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team successfully instils the drive and ambition needed to improve school performance. The addition of strong subject leaders for literacy and numeracy has strengthened the school's ability to raise performance. Although there is detailed monitoring and tracking of the children, there needs to be a more focused approach to improve the consistency and quality of teaching to ensure good learning outcomes for all groups of pupils. School development planning accurately identifies areas in most need of improvement and is an effective working document. This structure for development is underpinned by a far more precise data analysis than in the past.

The school promotes equality of opportunity satisfactorily but, until recently, has missed some opportunities to focus on the needs of more-able pupils. It is strongly inclusive and values each pupil as an individual. Pupils are made aware of the need to tackle discrimination through their strong sporting links and their good relationships with partner schools. Safeguarding procedures are of good quality and the school's child protection training, in particular, is of high quality. The school promotes community cohesion satisfactorily. It ensures pupils have an adequate understanding of other faiths and ways of life. Links with other schools and communities where pupils come from different backgrounds are in their infancy.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Parents and carers who responded to the questionnaire are positive and supportive of the school. Most confirm that their children enjoy school, that they feel safe and are well prepared for secondary education. However, a small number of parents expressed concerns about how the school deals with unacceptable behaviour, how well it helps parents to support their child's learning and takes account of their suggestions and concerns. The inspection team followed up the concerns raised. They found that behaviour in lessons was good but that a few pupils did not behave as well at other times. The school was aware that communication with parents, particularly about their child's progress, while improving, needed further development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haslucks Green 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	47	36	47	4	5	0	0
The school keeps my child safe	29	38	43	57	3	4	0	0
My school informs me about my child's progress	16	21	50	66	7	9	0	0
My child is making enough progress at this school	19	25	45	59	4	5	0	0
The teaching is good at this school	20	26	45	59	3	4	0	0
The school helps me to support my child's learning	22	29	38	50	8	11	1	1
The school helps my child to have a healthy lifestyle	21	28	50	66	5	7	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)	23	30	41	54	2	3	0	0
The school meets my child's particular needs	18	24	48	63	3	2	1	1
The school deals effectively with unacceptable behaviour	13	17	42	55	10	13	3	4
The school takes account of my suggestions and concerns	15	20	41	54	12	16	1	1
The school is led and managed effectively	14	18	48	63	8	11	1	1
Overall, I am happy with my child's experience at this school	21	28	45	59	5	7	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). 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 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.



6 December 2010

Dear Pupils

Inspection of Haslucks Green School, Solihull, B90 2EJ

Thank you for looking after us so well when we visited your school. We found you helpful and friendly. Your attendance is excellent because you really enjoy coming to school. You say that you feel safe in school and you know how important it is to eat healthily and keep fit. We really liked talking to some of you about your work and looking at all the different things you have done this term.

You go to a satisfactory school. There are many good things and these are some of things we liked most. We think your Forest School is quite special. Your teachers make learning fun and provide you with lots of exciting and interesting work. Those of you who get extra help to improve your work make good progress. Well done to you!

However, not everyone makes as much progress as they should, particularly those of you that find learning easier, especially in numeracy. We have asked those in charge and your teachers to help you by giving you harder work and making sure you get plenty of time to practise your numeracy skills as much as possible in other subjects. We have also asked your headteacher, with some of your teachers and governors, to check more carefully how quickly you are learning.

You will want to help your school to improve by keeping up that excellent attendance and always trying to do your best.

My best wishes to you all.

Yours sincerely

Kath Campbell

Lead inspector

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