

INSPECTION REPORT

WILKES GREEN JUNIOR SCHOOL

Handsworth, Birmingham

LEA area: Birmingham

Unique reference number: 103317

Headteacher: Mr A S Mangat, MBE

Reporting inspector: Dr Michael Best
10413

Dates of inspection: 4th and 5th March 2002

Inspection number: 198744

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Antrobus Road Handsworth Birmingham
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D R Chopra
Date of previous inspection:	17 th –20 th November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wilkes Green Junior is a larger than average sized primary school for boys and girls between 7 and 11 years of age situated in the heart of Handsworth. Many pupils live beyond the immediate area served by the school. Much of the housing dates from the first part of the last century. Many parents and carers have part-time jobs in the service industries. There are 350 pupils on roll, 180 boys and 170 girls. One hundred and fifty three pupils (43 per cent) receive free school meals. The proportion of pupils on the school's register of special educational needs¹ (22 per cent) is similar to the national average. The proportion of pupils with Statements of Special Educational Need (under 1 per cent) is below the national average. Pupils have a range of needs.

Nearly 96 per cent of pupils are from ethnic minority groups. English is an additional language for 77 per cent of pupils. Most pupils benefit from being developing bilingual speakers, with only a small number (2 per cent) at the early stages of second language acquisition. The main mother tongues are Punjabi, Bengali and Urdu. The majority of pupils transfer from the adjoining infant school in the September following their seventh birthday. Assessments made by the junior school show that attainment on entry to Year 3 has been below the national average in reading, writing and mathematics, although standards are now rising.

The school participates in a range of national and local initiatives. It is a *Beacon School*, part of the *Open Schools Programme* and *Excellence in Cities* initiative. The headteacher is closely involved with the *National College for School Leadership*. The school has links with the *Asian Achievement Group*, the *Titan Business Partnership*, the *Framework for Intervention* and *Hamstead Hall Sports College*. The school has an ongoing commitment to *Investors in People*.

HOW GOOD THE SCHOOL IS

This is a very successful school. Pupils make good and often very good progress. By the end of Year 6, they achieve standards that are similar to the national averages in English and mathematics and well above average in science. Compared with schools in similar situations, pupils achieve standards that are well above average in English and mathematics and very high in science. The quality of teaching and learning is very good. The leadership of the headteacher is excellent. Taking particular account of the standards achieved and progress made by pupils, the school provides very good value for money.

What the school does well

- Pupils make good and often very good progress from the time they enter the school. They achieve high standards compared with schools in similar situations.
- There is a significant amount of good, and very good, teaching that has a very positive effect on pupils' learning.
- Pupils' attitudes to school are very good, their behaviour is of a very high standard and relationships between all members of the school community are very strong.
- The ethos of the school is very strong and fully inclusive of all its pupils.
- The leadership and management of the school have the highest expectations of success and these are evident in all aspects of the work of the school.

What could be improved

- More opportunities for pupils to write at length for a range of different audiences.
- Increased opportunities for pupils to use literacy, numeracy and information and communication technology skills across the curriculum.

The areas for improvement will form the basis of the governors' action plan.

¹ Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school. Schools are currently implementing changes to the recently revised Special Educational Needs Code of Practice.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in November 1997. National Curriculum results at the end of Year 6 have improved in English, mathematics and science. The quality of teaching has risen significantly since the last inspection. The school has successfully addressed all three key issues identified for action. Arrangements for the monitoring and evaluation of classroom teaching, through the work of subject co-ordinators, are now part of the school's performance management arrangements. Through their monitoring of planning and pupils' work, subject co-ordinators share best practice in teaching throughout the school. Teachers' short-term planning now includes focused objectives for the learning of all pupils. A new school library has been built and equipped to provide more opportunities for pupils to undertake independent reading and research.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	D	D	C	A
Mathematics	B	B	C	A
Science	A*	A*	A	A*

Key

very high (top 5 per cent in England) A*

well above average A

above average B

average C

below average D

well below average E

In 2001, Year 6 pupils' results in English and mathematics were similar to the national average and well above the national average in science. Compared with similar schools, results were well above average in English and mathematics, and very high (that is, in the top 5 per cent) in science. In the science tests, two pupils gained Level 6, which is well above the national average. Over time, results have risen and the school is keeping ahead of the national trend. These results represent good and, for many pupils, very good progress from when they joined the school.

Standards during the inspection reflect a similar picture. The development of pupils' literacy, numeracy skills and information and communication technology skills is good. However, pupils do not have sufficient opportunities to apply these across the curriculum. In addition, further opportunities need to be provided for extended writing. The school's policy of setting by ability for English, mathematics and science enables pupils to learn alongside others of similar ability. Pupils achieve well in lessons because they are very keen to learn and their teachers provide challenging work for them. The school's policy of meeting and supporting pupils' learning and behavioural needs is highly effective. Pupils with special educational needs have good support from staff who also ensure that pupils for whom English is an additional language have full access to learning. This enables pupils to make similar progress to their classmates. In the lessons seen in the non-core subjects², standards are broadly similar to those expected for pupils of this age and progress is good.

² The non-core subjects are art and design, design and technology, geography, history, information and communication technology, music and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and always try to do their best. They are keen to be involved in a wide range of activities.
Behaviour, in and out of classrooms	Very good. The school is very orderly. Pupils work and play well together. They look after their own and other people's property well.
Personal development and relationships	Relationships between pupils and between pupils and adults are very good. Everyone respects and values other people's opinions.
Attendance	Satisfactory. Attendance is similar to the national average. Most pupils arrive for school promptly and lessons begin on time.

A number of pupils make extended visits abroad each year and these reduce pupils' otherwise high levels of attendance. There was one fixed-term and one permanent exclusion during the last reporting period (2000/1).

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching seen in the school during the inspection was very good. Staff promote a very caring and supportive atmosphere where there is a constant quest for high standards and improvement. Teachers' management of pupils is very good across the school. Pupils are very interested in learning and they apply themselves well. Teachers make good use of the available information in order to match learning to pupils' needs, although just occasionally they set some pupils work that is too challenging.

Classroom support staff make a very valuable contribution to the quality of teaching and learning, particularly for those pupils who need help. High-quality support is provided for pupils with special educational needs, those for whom English is an additional language and, through the mentor scheme, for those pupils who have some difficulty in concentrating. Teachers make good use of homework. Pupils and parents are very happy with the amount of work set. Skills in literacy, numeracy and information and communication technology are well taught but, at present, pupils do not have sufficient opportunities to apply these across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad range of work that is interesting and relevant to pupils. There is a strong emphasis on developing literacy and numeracy skills and scientific knowledge.
Provision for pupils with special educational needs	Very good. Pupils' targets are specific and they have good support to achieve them. They make similar progress to their classmates.
Provision for pupils with English as an additional language	The provision made for pupils at the early stages of learning English as an additional language is very good. Pupils expect to achieve well and receive high-quality support from adults.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The provision for pupils' cultural, moral and social development is very good. The promotion of their spiritual development is good. Pupils clearly understand what is right and wrong. They have a high degree of respect for all people.
How well the school cares for its pupils	Very good. Effective child protection procedures are in place. The school very successfully promotes a supportive ethos. Staff know and value all pupils as individuals, and support pupils' needs very well.

The school's attention has been drawn to some minor health and safety issues.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership of the headteacher and senior staff is dynamic. Management systems and procedures are exemplary. The headteacher has a very clear vision for the school. He is very well supported by an exceptionally able deputy headteacher and a very committed teaching and non-teaching staff.
How well the governors fulfil their responsibilities	Very good. The governors are well informed. They know the school's strengths and shortcomings. They keep their collective finger firmly on the school's pulse. They meet all statutory requirements.
The school's evaluation of its performance	Very good. Clear procedures are in place to monitor and evaluate developments. Teaching and learning is monitored twice a year by subject co-ordinators and team leaders
The strategic use of resources	The school manages its resources very carefully. There are clear links between the school improvement plan and the budget. The school seeks to apply the principles of best value to all aspects of its work.

The school is very well cared for. A warm and natural atmosphere clearly promotes the pupils' development and achievement. The school currently has a budget surplus well above the recommended level. The governing body has clear plans for how to deploy these funds. It is keen to maintain the current generous staffing levels and improve the provision for pupils' independent study and research, particularly through the use of information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

There were 227 responses (65 per cent) to the questionnaire sent to parents. Nineteen parents and carers attended a meeting with inspectors before the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teaching is good and teachers have high expectations. • The school is well led and managed. • Standards of behaviour are high. 	<ul style="list-style-type: none"> • The transfer arrangements for pupils moving from the adjoining infants' school.

Inspectors agree with all the things that please parents most. They judge the transfer arrangements to be adequate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good and often very good progress from the time they enter the school. They achieve high standards compared with schools in similar situations

1. Standards in the present Year 6 are similar to those expected for pupils of this age in English and mathematics. The school estimates that 80 per cent of pupils will achieve Level 4 in these subjects in the forthcoming National Curriculum tests. This is significantly higher than their Year 2 test results in 1998 suggested. In conjunction with the local education authority, the school sets targets for Year 6 pupils in English and mathematics. Inspectors judge that these are suitably challenging. In 2001, the targets for mathematics were met and in English they were exceeded.
2. The school has successfully adopted the National Literacy Strategy. Good attention is given to sharing learning objectives with pupils so that they have an understanding of what they are expected to achieve in the lesson. Teachers place a strong emphasis on the acquisition of skills, particularly in grammar and punctuation. For example, in one Year 3 set, pupils were deciding what could be omitted from a list of instructions without altering the meaning. The teacher effectively challenged them to think about the outcome of their work by asking such questions as, '*Are these words essential?*' and '*Is the meaning clear?*' As a result, pupils made good progress in deciding what words could be left out and which ones had to be retained. In Year 4, pupils were working on explanatory texts. As a result of their teacher's careful guidance, they successfully developed their understanding of how to use picture and other clues to help establish the meaning of technical vocabulary. By the end of the lesson, most were able to explain how a vacuum cleaner works.
3. Teachers give good attention to developing pupils' spelling skills. Words with double consonants (for example *daffodil*, *collision*, *necessary* and *incorrect*) had been learnt for homework by one Year 6 group. These were tested in the lesson and clear procedures for correcting and learning incorrect words were followed. Another Year 6 group was focusing on the correct use of punctuation. They successfully corrected the models provided by their teacher and actively discussed the use and placing of commas in a text. In subsequent work, they demonstrated their knowledge of the use speech marks with dialogue.
4. Teachers have high expectations of the quality of pupils' handwriting and presentation. Formal handwriting lessons are included, although in some older classes these are not always necessary as standards are high. Some rapid progress is evident in Year 3, where pupils have developed a joined-up style in a relatively short period. Pupils achieve good standards throughout the school because teachers are consistent in their expectations of what pupils can achieve.
5. Basic reading skills are well taught and teachers provide plenty of opportunities for pupils to practise these in reading sessions. They also pay appropriate attention to developing more advanced reading skills, such as *skimming* and *scanning*, so that pupils can learn to deal with different texts effectively. Guided reading time is well used as part of literacy lessons. Staff give good support to pupils who need extra help with reading. Silent reading sessions take place at the beginning of each afternoon session. These provide opportunities for pupils to browse and enjoy books. The way in which teachers organise these sessions varies and, as a result, some pupils make better progress than others.
6. English is an additional language for three-quarters of the pupils in the school. Overall, pupils' listening skills are more advanced than their speaking skills. This is to be expected and teachers provide good opportunities for pupils to answer questions and comment on

what they learn. Those pupils who are at the early stages of English language acquisition are well supported by staff, sometimes in their first language, to gain deeper understanding of what they hear and to participate fully in discussions. Just occasionally, pupils do not make as much progress as they could when they do not fully understand the technical terms they meet. Quite rightly, the school aims to challenge pupils by the work it gives them. There are times when, for some pupils, the task is too challenging and staff do not anticipate this at an early enough stage.

7. In successfully embracing the National Numeracy Strategy, the school has focused well on the development of pupils' mental mathematics and problem solving skills. There is sustained development of these skills throughout the school and this is helping pupils to make good progress. In one group in Year 3, pupils demonstrated a high level of agile mathematical thinking, which the teacher harnessed very well. These pupils had a strong working knowledge of tables and factors. They readily identified patterns and sequences, such as the short date form *04.03.02*, and approached inverse operations confidently. In another group in Year 3, undertaking similar work with multiplication and division problems, pupils were encouraged in the plenary (review) session to record what they felt they had achieved on their learning objective sheets. Their mature assessment of what they knew and what they needed to spend more time learning about successfully helped to consolidate their good progress in the lesson.
8. Good open-ended questioning by the teacher in one Year 4 group helped pupils to identify and evaluate a range of different strategies for solving the problems. The very business-like approach to learning in this group ensured that pupils quickly acknowledged that what may seem to be the easiest solution to one problem may not be as effective in all situations. Within the groups in which mathematics is taught, there are wide ranges of ability and teachers successfully plan different levels of work to meet pupils' needs. They do this by providing different activities for pupils, targeted support and specific teaching.
9. Analysis of pupils' books shows a good range of work covering all aspects of the mathematics curriculum. There is some use of information and communication technology to support data handling and teachers make appropriate provision for pupils to use calculators for problem-solving as well as checking their work.
10. By Year 5, most pupils have a secure understanding of place value and can apply it to other areas of mathematical learning, such as capacity and money. They successfully use doubling, halving, adding and subtracting a selection of numbers to make a target number (for example, $6 \times 2 + 3 + 1 - 0.7 = 15.3$). A good feature of lessons is the way in which teachers encourage pupils to *have a go* – to make a *guesstimate* of the correct answer to a problem. A strong support for the progress pupils make is that teachers consistently encourage pupils and that everyone values each other's contributions.
11. By Year 6, pupils have a good understanding of mathematical vocabulary. Most work at a good pace and the no-nonsense approach to work moves their learning on successfully. Pupils demonstrate a mature approach to their work, which they present well. Teachers are good at spotting when pupils are not quite sure of what to do next. They address the issues promptly, often with a timely touch of humour.
12. A particular feature of numeracy work in the school is the good level of challenge provided for pupils. For the most part, teachers match work well to pupils' needs. Just occasionally, small gaps become evident in pupils' prior learning but these are effectively plugged.
13. The school's results in science at the end of Year 6 have been well above the national average or very high (that is, in the top 5 per cent in England) in recent years. Assessments of pupils undertaken by infant teachers at the end of Year 2 indicate that

pupils enter the junior school with skills and knowledge that are similar to those expected for their ages. In the junior school, pupils build up a strong knowledge base through practically-based lessons and personal study at home. Science is taught in ability groups so that pupils of similar ability work together. In Year 6, pupils benefit from specialist teaching which helps the most able to achieve the higher levels.

14. Pupils have a good understanding of a fair test. They share their ideas openly and record their predictions and results carefully. Most pupils have a good understanding of scientific terms. They benefit from the lists of frequently used words pasted into the front of their books. Teachers plan regular practical activities and pupils approach these with enthusiasm and interest. Teachers' good use of probing questions make a significant contribution to pupils' achievement. For example, in the conclusion of an investigation in Year 3, the teacher asked pupils to compare their results with their earlier predictions. Questioning established that stirring the solution speeded up the dissolving process. Further questioning moved pupils' learning further forward by encouraging them to think of what else they could do to quicken the process. This made the pupils think carefully about what they could do to improve their investigation further. It is this sort of thinking that is contributing well to the high standards achieved by pupils.
15. In one Year 6 lesson, pupils were successfully using an Internet website to help them with their revision on the human body for the forthcoming National Curriculum tests. Although there was a strong emphasis on subject knowledge, the high-quality computer graphics made this work appealing to pupils, many of whom had difficulty with some of the scientific vocabulary. Analysis of pupils' books showed that they have considerable staff support in recording their work. The wide range of work they have covered in the subject appropriately balances this. In another year group, a visiting teacher successfully supported pupils at the early stages of learning English as an additional language. The group were identifying various bones in the human skeleton. Pupils made progress in this lesson because of the different ways used by staff to re-enforce and remind pupils of what they had learnt.
16. Analysis of the more able pupils' work in Year 6 shows that they are well on target to achieve above average standards. They present their work well and it reflects a good mixture of careful recording and thoughtful commentary. Diagrams are well drawn and tables explicit. One area that is under represented in pupils' work is their use of information and communication technology to gather and present data in science.
17. As this was a short inspection, there was limited opportunity to observe lessons across the curriculum. However, in the lessons observed in history, physical education and information and communication technology, pupils made good progress. Good progress was also evident in the samples of pupils' work seen by inspectors.
18. In the 2001 National Curriculum statutory tests taken by pupils at the end of Year 6, standards were similar to those found nationally in English, mathematics and well above the national average in science. The proportions of pupils gaining the higher levels³ were below the national average in English and similar to the national average in mathematics. The proportion of pupils gaining the higher levels in science was well above that found nationally and included two pupils who achieved Level 6⁴.
19. The school compares test results with those achieved by pupils in similar schools, on the basis of the proportion of pupils having free school meals. In this comparison, standards in the school are well above average in English and mathematics and very high in science. This comparison does not specifically take into account the proportion of pupils for whom

³ The National Curriculum has been written on the basis that, by the end of Key Stage 2 when they are aged 11, pupils are expected to reach Level

4. If a pupil is attaining Level 5, then he or she is reaching standards above those expected for a child of his or her age.

⁴ Level 6 is well above the national average.

English is an additional language. In this school, this represents over three-quarters of the pupils, including a small but significant proportion who are at the early stages of second language acquisition.

20. When the 2001 Year 6 pupils joined the school in Year 3 in 1997, the junior school analysed their National Curriculum results at the end of Year 2. Twenty-nine per cent were identified as having special educational needs. Based on this analysis, the school estimated that 59 per cent of pupils would achieve the standards expected of 11-year-old pupils in English. In fact, 81 per cent achieved Level 4 and above in the Year 6 tests. In mathematics and science, a broadly similar pattern is evident. This represents significant progress during their time in the junior school.
21. The attainment of pupils on entry to the school is rising. National Curriculum test and assessment results for the past two years show a good improvement on earlier years. The latest results are not, however, wholly representative of the intake as nearly 9 per cent of pupils were disapplied from the tests on account of being at the early stages of English language acquisition. The school makes detailed assessments of what these pupils know and can do in order to fully support and enable them to make the best possible progress.
22. In the 1997 National Curriculum tests taken by pupils at the end of Year 6, standards were below average in English, mathematics and science. Since then, standards in English have risen at a similar rate to the national trend, reaching the national average in 2001. In mathematics, standards improved in both 1998 and 1999 ahead of the national trend. Although results have broadly stayed at this level, the gap between the school's results and the national average is closing as standards rise across the country. In science, results soared between 1997 and 1999 and have been maintained at this high level. Overall, the school's results are rising ahead of the national trend
23. Test results over this period⁵ show that boys are slightly ahead of girls in English, mathematics and science. There are small variations from year to year, reflecting different groups of pupils. These differences are not particularly significant but the school is aware of them. Teachers make every effort to ensure that girls as well as boys have every opportunity to answer questions and take part in discussions.
24. There are a number of contributory factors to these results. The school keeps very detailed records of pupils' performance in statutory and non-statutory tests from the moment they enter the school. It analyses these results by a variety of different groupings, for example boys and girls, ethnicity, second language acquisition and special educational needs. Staff use this information systematically to inform the grouping of pupils.
25. The school has put in place a very successful programme for accelerating pupils' learning (the Accelerated Learning Programme). It currently groups pupils by ability for lessons in English, mathematics and science throughout Years 3 to 6. There are four teaching groups for English and mathematics in Years 3, 4 and 5 and five groups in Year 6 for English, mathematics and science. This means that pupils are taught in smaller groups alongside those of similar ability. There is movement between groups so that the needs of pupils who require greater challenge or more support can be met.
26. Within these teaching groups, adults support pupils with special educational needs and enable them to make similar progress to their classmates. Additional staff also support those pupils for whom English is an additional language, thus ensuring they have full access to learning.

⁵ This is based on the average points score for the years 1999 to 2001. The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools.

27. High-quality teaching makes a very significant contribution to the progress made by pupils. In the last inspection, teaching was good in just under half the lessons and pupils made satisfactory progress. In this inspection, the amount of good teaching has nearly doubled and, with it, pupils' progress. Staff have high expectations of what pupils can achieve and they communicate these clearly. Their management of learning is very good. In most of the lessons seen during the inspection, pupils were well challenged by the tasks set for them. The curriculum is well planned and resourced. Staff run extra-curricular clubs in a range of subject areas and these are well supported. Homework is popular with pupils and parents alike.
28. Pupils want to achieve high standards and the school provides every opportunity for them to do so. They are willing and eager learners. Standards of behaviour and pupils' attitudes to work are very good. Those who find difficulty in maintaining their concentration and focus on work have learning mentors to help and support them. Pupils not only want to learn but enjoy learning. Crucially, they enjoy the committed support of their parents and carers in this. Relationships between all members of the school community are very good. The powerful role models provided by the headteacher and staff are pivotal in sustaining the school's ethos of hard work and excellence.

There is a significant amount of good and very good teaching that has a very positive effect on pupils' learning

29. The quality of teaching is significantly better than at the time of the last inspection. At that time, 42 per cent of lessons were judged to be good and 5 per cent very good. In 4 per cent of lessons, teaching was unsatisfactory. In this inspection, 64 per cent of lessons were good and 24 per cent very good. No unsatisfactory teaching was observed. These statistics compare very favourably with the standards of teaching reported by Her Majesty's Chief Inspector in his most recent annual report. Improvements in the quality of teaching have had a direct impact on the standards achieved by pupils.
30. One of the key issues identified in the last inspection report was for teachers to improve their short-term planning by providing focused objectives for learning of all pupils in all lessons. This issue has been most successfully addressed. Teachers' planning is of high quality. Plans show clearly what is to be taught and learnt and teachers readily share this information with pupils in lesson introductions. Most teachers also write the objectives on the marker board so that they – and the pupils – can refer to them at anytime during the lesson. As a result, both teachers and pupils are able to focus clearly on the purpose of the lesson and cover the necessary work in order to achieve the objectives.
31. There is a high emphasis given to the teaching of literacy and numeracy skills. Good use of questioning involves all pupils in discussions. It also provides teachers with useful information as to what pupils know and can do. Teachers use this information well to plan the next steps in learning for their pupils. Their marking of work and feedback to pupils, either written or oral, is of a high quality and this helps pupils to improve their work and make progress. Teachers encourage pupils to assess their own performance against the lesson's objectives and there is a consistent striving for improvement.
32. Teachers' subject knowledge is good. Their expectations are high and they set challenging work for pupils. There is a no-nonsense, businesslike approach to teaching and learning throughout the school and little time is wasted. Occasionally, the work provided is a little too challenging, particularly for pupils who are at the early stages of acquiring English as an additional language.
33. Teachers use a good range of teaching methods, including whole-class teaching, individual and group work. They have good regard for regular practical work and problem solving activities. Teachers mainly use time well. However, in some literacy sessions, the

independent work given to pupils needs to be more finely tuned. At present, teachers sometimes overlook opportunities for pupils to write at length or use information and communication technology to support their learning.

34. Relationships between all members of the school community are very good. A solid respect for each other's opinions and views underpins the life and work of the school. Teacher's management of pupils is very good. There are a few occasions when teachers need to focus pupils' attention on the matter in hand. The response is usually immediate. Pupils behave well and have a mature approach to their work.
35. Support staff make a very important contribution to the quality of teaching and learning in the school. The commitment and the quality of the support they give is first class. Teachers brief them well and they take an active part in lessons, providing high quality support for pupils. Support staff rigorously reflect the high expectations demonstrated by teachers. One pupil was observed having a discussion with his learning mentor at the end of the school day. Good praise was given for the work successfully completed and clear, yet constructive, admonishment given for those episodes during the day that had not gone so well. The pupil was in no doubt as to how he needed to improve and he knew that he would be supported in achieving this goal.
36. The quality of pupils' learning is equally high. Pupils respond well to the work that is set for them. They concentrate well and adjust readily to the different ways of working when, for example, working in the computer suite. They organise themselves well and take good responsibility for the learning resources they use. This was particularly evident in the use of practical equipment in numeracy lessons. Pupils are keen to answer questions and contribute to discussions. They work well with each other and listen carefully to different viewpoints. Pupils have a good knowledge of their own learning and are keen to *have a go* at new ventures.
37. Homework is an integral part of teaching and learning at Wilkes Green Junior School. There is a high level of support from parents and carers for work done at home. Each year, pupils undertake an extended study of people in history. Pupils study someone from their own or different backgrounds. Pupils share these finished studies with the whole school community. Parents and pupils both enjoy and value this work. High-quality work is also evident in pupils' studies of world leaders, such as Martin Luther King, Winston Churchill, Nelson Mandela and Gandhi. Pupils are very positive about the work they do at home; most older pupils say that it serves as a good preparation for their move to secondary school.

Pupils' attitudes to school are very good, their behaviour is of a very high standard and relationships between all members of the school community are very strong

38. This is a very happy school where everyone gets on well together and incidents rarely disrupt learning. Parents are very pleased that behaviour is of such a high standard and pupils enjoy school.
39. Pupils' very good attitudes to work and the life of the school are evident throughout each year group. They are courteous and polite without losing that sense of enthusiasm and enjoyment that is characteristic of pupils in this age group. Pupils had no hesitation in talking to inspectors about all aspects of school life and their part in it. Throughout the school, there is a clear respect for others and a high regard for the care and safety of property and equipment. Inspectors observed many positive features during their visits to

the school, in particular:

- the friendly atmosphere in the dining hall;
 - the attentiveness of pupils attending an extra-curricular computer club run by the school site manager; and
 - the appreciation shown for the hard work and efforts of pupils in a *good work* assembly.
40. Behaviour in classes and around the school is very good. Pupils move around the school in a very orderly fashion. They have a good understanding of the sense of occasion in assembly and an appreciation of the importance of everyone in the school community following agreed procedures. School and class rules are agreed with pupils, but these are almost implicit in the daily routines. Pupils play together well and readily include others in their playground games and activities. Boys and girls get on well with each other and pupils from the wide range of cultural background represented in the school mix freely with each other.
41. Parents are pleased with the way in which the school deals with any incidents of undesirable behaviour and pupils are clear as to what they should do if they are bullied or intimidated. The level of supervision in the playground and at lunchtimes is good and there are few incidents. Those that occur are dealt with promptly by staff.
42. The school does have a number of pupils whose behaviour has, at times, given cause for concern and it accommodates some pupils who were unable to remain in their original schools. One of the reasons that behaviour is of such a high standard is the consistent application of and strict adherence to the school's procedures. Pupils know exactly where they stand. Individual behaviour plans are in place to support pupils who need help and staff provide good guidance. The school has clear routines in place to deal with behavioural issues. In the last reporting period, one pupil was temporarily and then permanently excluded
43. Relationships within the school are very good. The headteacher leads the staff in setting a very good example of caring, friendly behaviour and this sets the tone for the very good relationships between pupils and staff. These relationships are crucial to the successful management of pupils in lessons and they have a very positive impact on the quality of pupils' learning. Pupils show respect for other people's views and property. They willingly take on responsibility for tasks in the classroom and around the school. There is a strong emphasis in the school on developing pupils' sense of self-worth, community and citizenship. Pupils participate in the school council, organise learning resources and take a pride in the presentation and quality of their work.

The ethos of the school is very strong and fully inclusive of all its pupils

44. Pupils, staff and governors come from diverse cultural backgrounds. The school community openly celebrates and values this diversity. It promotes a strong model of contemporary multi-cultural society. This is a school that it is wholly inclusive in all that it says and does.
45. All those involved in the life and work of the school share the headteacher's vision of success and excellence. Everyone in the school is working towards a shared and valued purpose. The school is successful in what it does because it has such a strong and supportive ethos. Led by the headteacher and chair of governors, adults in the school provide excellent role models for pupils. The outstanding strength of this school is its uncompromising quest for excellence in all aspects of its life and work. Crucially, pupils have the strong support of their families and community in their quest to succeed.

46. The school offers all its pupils full and unhindered access to all activities. Where pupils have special educational needs, support is on hand to help them. Individual education plans have clear targets and these are reviewed regularly. Support staff work closely with teachers to ensure that pupils follow appropriate learning programmes and have the help they need to succeed. Pupils for whom English is an additional language receive help to enable them to become proficient speakers, listeners and writers. In the statutory tests in mathematics and science, the school provides adult readers for pupils who would otherwise be disadvantaged by their understanding and use of the English language.
47. The school holds a determination from the statutory requirement for collective worship to be broadly Christian based and celebrates a wide range of religious festivals during the course of each year. Staff have good regard for the celebration of the different cultures represented in the school through art, music, history and literature. Through the school's work to develop pupils' understanding of the richness and diversity of multi-cultural Britain, pupils develop a good understanding of life near the heart of the country's second city.
48. The school closely monitors all aspects of pupils' achievement. Attainment, progress and attendance are rigorously monitored in a range of groupings, including gender and ethnicity. The school carefully monitors pupils' behaviour and has effective strategies - all agreed by staff, parents and governors - in place to support pupils at risk of exclusion. Day-to-day assessment by classteachers and support staff is good and contributes effectively to teachers' planning. In some classes, however, the assessments of pupils for whom English is an additional language could be more focussed and more closely related to the varying stages of language acquisition.
49. The success of the school's inclusion policy and practice is evident in the standards achieved by all pupils. The strategies in place in this school to support pupils' self-esteem and achievement of their potential are very successful.

The leadership and management of the school have the highest expectations of success and these are evident in all aspects of the work of the school

50. The leadership of the school is dynamic. The headteacher continues to provide the excellent leadership reported at the time of the last inspection. He has a very clear vision for the future development of the school. He carefully assesses and plans each step of the school's development. Governors and staff, parents and pupils share and support this vision. The exemplary management systems and procedures that support and drive all aspects of the work of the school enable it to be realised.
51. The headteacher and deputy headteacher are a very strong team who complement each other very well. The deputy headteacher is a very good manager. They work closely with an experienced and capable group of senior managers. The school runs smoothly with a precision firmly rooted in established and effective routines.
52. The governors are well informed about the work of the school and take an active part in its management. They provide wise counsel to the headteacher and have a good long-term view of where the school is going. Their understanding of the school's strengths and shortcomings is clear and they understand well how the school performs. The chair of governors is very perceptive. He is a regular visitor to the school and knows staff and pupils very well.
53. The administrative staff are an effective team. They provide high quality support for senior managers and the school. The site manager and her staff, together with the catering and supervisory staff, make a very valuable contribution to the smooth running of the school.
54. The quality of financial planning is very good. The school improvement plan is closely linked to the budget. Through careful financial management, the school is able to support

the employment of additional staff to reduce the size of teaching groups and respond positively to pupils' needs. As a result, pupils make good and often very good progress.

55. The school has successfully implemented performance management for teachers. All staff have objectives and there is an established cycle of lesson observations in place. At the time of the last inspection, this was identified as an area for development. Good arrangements are also in place for subject co-ordinators and year group leaders to monitor teachers' planning and pupils' work.
56. The success of the school and the standards pupils achieve are the direct result of the high-quality leadership and management evident in all facets of the school's work. This is a school where everyone works together to achieve the best possible results for the children in their care.

WHAT COULD BE IMPROVED

Opportunities for pupils to write at length for a range of different audiences

57. While pupils achieve at least average and often above average standards by the time they are in Year 6 in spelling, punctuation, grammar and handwriting, standards in independent writing, although improving, are not yet as good. This is because pupils have many opportunities to practise the technical skills of writing, but too few opportunities to write for themselves, at length, using their own words.
58. Work in books in classes and in the work analysed showed that, although a range of work is covered, there is limited writing of extended length, even in Year 6. Throughout the school, there is insufficient story writing, persuasive writing, poetry and redrafted word-processed work. There is much emphasis on grammar, punctuation and comprehension exercises. In these, pupils do not always have to make up their own sentences when, for example, copying from worksheets and filling in one word.
59. During the inspection, there were missed opportunities in some literacy lessons to follow word or sentence work with independent writing. In one lesson, the time devoted to handwriting practice could have been better spent on pupils' writing their own words as their handwriting is already above the required standard for their age.
60. The school has acknowledged that this is an area for development and has included plans to address it in the school improvement plan.

Opportunities for pupils to use literacy, numeracy and information and communication technology skills across the curriculum

61. The school places a strong emphasis on the development of pupils' skills. It has adopted the national strategies for teaching literacy and numeracy and nationally recommended guidance for teaching information and communication technology.
62. Teaching and learning are well resourced. Literacy and numeracy are taught in ability groups. The school employs additional staff to ensure that pupils receive additional help and support with their learning. The school's computer suite is very well equipped and fully timetabled for use throughout the week. There are additional computers in all teaching areas but, during the inspection, these were used infrequently.
63. Analysis of pupils' work shows that pupils' application of these skills across the curriculum is not systematic. There is limited evidence of graphs, charts, measurements and the use of computation. Pupils do not use word processing skills sufficiently for drafting, redrafting and editing and the use of data handling programs is limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff of this effective school should now:

- (1) provide more opportunities for pupils to write at greater length for a range of different audiences by:
 - making increased time available for writing within and outside the literacy hour;
 - ensuring that pupils undertake regular story writing, persuasive writing, poetry and other writing;
 - providing time and resources for pupils to draft, redraft and edit their work using word-processors;

(paragraphs 57-60)

- (2) increase the planned opportunities for pupils to use literacy, numeracy and information and communication skills across the curriculum by:
 - identifying where literacy skills can be applied in learning across the curriculum and include opportunities in lesson planning;
 - identifying where numeracy skills, such as the use of tables, charts, graphs, measurements and computations, can be included in lessons;
 - ensuring that there are sufficient computers available to pupils in order that they may apply and develop their information technology and research skills.

(paragraphs 61-63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	16	3	0	0	0
Percentage	0	24	64	12	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	350
Number of full-time pupils known to be eligible for free school meals	153

FTE means full-time equivalent.

Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	76

English as an additional language

	No of pupils
Number of pupils with English as an additional language	268

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.6

Unauthorised absence

	%
School data	1.4
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
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Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	44	49	93
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National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	37	43
	Girls	42	35	48
	Total	76	72	91
Percentage of pupils at NC level 4 or above	School	82 (75)	77 (86)	98 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	39	43
	Girls	38	39	48
	Total	64	78	91
Percentage of pupils at NC level 4 or above	School	80 (68)	84 (75)	98 (83)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	62
Black – African heritage	5
Black – other	0
Indian	139
Pakistani	52
Bangladeshi	56
Chinese	0
White	15
Any other minority ethnic group	21

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	17.0
Number of pupils per qualified teacher	21
Average class size	30

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	200

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5.0
Number of teachers appointed to the school during the last two years	6.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	1
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/1
	£
Total income	927,751
Total expenditure	887,339
Expenditure per pupil	2,479
Balance brought forward from previous year	33,303
Balance carried forward to next year	73,715

Results of the survey of parents and carers

Questionnaire return rate 64.9%

Number of questionnaires sent out	350
Number of questionnaires returned	227

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	15	1	0	1
My child is making good progress in school.	77	20	2	0	1
Behaviour in the school is good.	78	22	0	0	0
My child gets the right amount of work to do at home.	76	21	2	0	1
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	69	28	2	0	1
I would feel comfortable about approaching the school with questions or a problem.	74	23	2	0	1
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	76	22	1	0	1
The school is well led and managed.	78	21	0	0	1
The school is helping my child become mature and responsible.	78	21	1	0	0
The school provides an interesting range of activities outside lessons.	77	21	1	0	1

Other issues raised by parents

- The arrangements for transfer from the infants' school.