

INSPECTION REPORT

HALL GREEN JUNIOR SCHOOL

Hall Green

LEA area: Birmingham

Unique reference number: 103209

Headteacher: Mr Derek Thomas

Reporting inspector: Elisabeth de Lancey
22722

Dates of inspection: 9 – 10 December 2002

Inspection number: 246270

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:	7-11
Gender of pupils:	Mixed
School address:	Stratford Road Birmingham
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Telephone number:	0121 777 3840
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jo Davies
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hall Green Junior School educates pupils between the ages of seven and 11. It is situated in Hall Green about four miles south of Birmingham city centre and is larger than the average size school. There are currently 360 pupils on roll, of whom 189 are girls and 171 are boys, which is larger than at the time of the last inspection. The attainment of pupils when they enter the school is higher than that normally found, and the proportion of pupils known to be eligible for free school meals is below the national average. Most of the pupils live in the owner-occupied accommodation that surrounds the school, with a small but significant number coming from further afield, largely due to the school's good reputation. The school is oversubscribed and there is a waiting list. Pupils come from a rich diversity of backgrounds. About 40 per cent of the pupils are of Asian heritage which is well above the national average and include Hindus, Muslims and Sikhs. Most families are fluent speakers of English. Three pupils are at an early stage of learning English. The percentage of pupils on the school's register of special educational needs is below the national average. They have a wide variety of needs. Three pupils have a statement of special educational needs, which is similar to the national picture. The proportion of pupils eligible for free school meals is also below the national average. The school has forged close links with the nearby infant school with which it shares a site.

HOW GOOD THE SCHOOL IS

This is a very good school with significant strengths. The high quality of teaching promotes very good learning and results in pupils attaining very high standards by the age of eleven. Pupils' personal development is very well promoted and the pupils sustain harmonious relationships one with another and have very good attitudes to work. The headteacher and deputy headteacher provide excellent leadership and management and they are well supported by key staff and governors. They form a very effective team that is committed to excellence in all aspects of its work. The school provides very good value for money.

What the school does well

- Pupils make very good progress in their learning and attain very high standards in English, mathematics and science.
- The quality of teaching and learning is very good and teachers use assessment very well to plan future learning.
- Pupils' personal development is promoted very well and the pupils are responsible, well-behaved and eager to learn.
- The curriculum is rich and varied and includes very good opportunities for creative work. It is carefully planned to meet pupils' specific needs.
- The leadership and management of the school by the headteacher and deputy headteacher are highly effective and inspire pupils, staff and governors to strive for the highest standards.

What could be improved

- There are no major areas requiring improvement.

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

The Inspection team endorses the priorities identified in the school development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 and a few weaknesses were identified at that time. These have been addressed well. The quality of strategic planning, weak in 1998, is now very good and the deficiencies relating to financial management have been corrected. The school has responded promptly to recent initiatives. The literacy and numeracy strategies have been implemented effectively and the policy for pupils with special educational needs has been revised to reflect the new code of practice. The curriculum has been reviewed and timetable changes have ensured that the pupils receive

a broad and balanced curriculum and no time is wasted. The quality of teaching and learning has improved. It is now very good and a strength of the school. Assessment is used very well to help teachers plan work to suit pupils' needs and higher-attaining pupils are challenged very effectively. Pupils' progress, satisfactory at the time of the last inspection, is now very good and standards of attainment have improved at the end of Year 6. There are more opportunities for pupils to take individual responsibility; for example, as members of the school council, taking initiatives in their own learning or helping with routine tasks around the school. The school has made very good progress since the last inspection and the capacity for further improvement is very good.

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
	2000	2001	2002	2002
English	A	A	A*	A
mathematics	A	A*	A*	A
science	B	A	A*	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Over the past three years the results attained by 11 year olds in the national tests in English, mathematics and science have almost always been very high, both in comparison with all schools nationally and similar schools. In 2002, their results placed them in the top five per cent of all schools nationally. Compared with similar schools results were in the top five per cent in science and very high in English and mathematics. These results are very impressive. Standards have risen year by year and the school has received an achievement award as a result. The school is keeping pace with the national upward trend and standards in writing have risen significantly, largely as a result of the school's strong measures to improve the teaching and learning in this subject. The school's high expectations are evident in the challenging targets it sets for pupil attainment in the Year 6 national test and these have been exceeded over the last two years.

Pupils also attain very well at the higher than expected level (Level 5). Just over half the pupils attain Level 5 in English and mathematics, which is very high compared to all schools nationally and similar schools. In mathematics, pupils' attainment is in the top five per cent when compared with all schools nationally and very high compared with similar schools. The performance of pupils in science is a particular strength with four-fifths of pupils attaining the higher level, which places them in the highest five per cent of all schools nationally and of similar schools.

The school meets the needs of different groups of pupils very well. All pupils including those with special educational needs or those who are exceptionally able, achieve very well. The progress of pupils between taking the Key Stage 1 national tests in 1998 and the Key Stage 2 national tests in 2002 was very good. There are particular strengths in pupils' achievements in history, drama, music and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school. They participate

	enthusiastically in lessons and take great pride in their work.
Behaviour, in and out of classrooms	Very good. Pupils are polite, friendly and considerate. Their behaviour around the school and during lessons and assemblies is of a high standard.

Personal development and relationships	Excellent. Pupils are confident and self-reliant. They thrive in the school's positive and supportive ethos. They show respect for different viewpoints and are sensitive to the feelings of others.
Attendance	Good. Pupils are punctual and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	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 quality of teaching is high. During the inspection just over one quarter of teaching was excellent, over one half was very good and the rest was good. No unsatisfactory teaching was observed. The proportion of lessons that were very good or better is much higher than is usually found. There was consistently high quality teaching in English and mathematics and some teaching in English, drama, mathematics and physical education was outstanding. This is a significant improvement since the last inspection. Teachers have a very good understanding of literacy and numeracy. Basic skills are taught well, and imaginatively reinforced through other subjects of the curriculum. The provision for pupils with special educational needs is very good; pupils benefit from sensitive support and, as a result, make rapid progress and achieve very well. Higher-attaining pupils are grouped together for numeracy and writing to provide focused teaching and learning experiences which are based on their specific needs.

Strengths in the teaching are the vigour, humour and pace with which many lessons are conducted. Teachers know their pupils well, sustain very good relationships with them and there is an excellent balance of challenge and support. As a result, pupils are highly motivated and confident when responding to new challenges. Well-planned lessons, informed by careful assessments of pupils' work, ensure that tasks are matched to their different needs. Teachers use a variety of methods to capture pupils' interest and promote their progress. Their skilful use of questions encourages pupils to contribute and helps them to articulate their learning. Particularly effective are the frequent opportunities that pupils are given to discuss their work in pairs. In the best lessons teachers offer stimulating and imaginative activities that challenge the pupils to achieve high standards and promote their independent learning. All staff have high expectations of pupils' work and behaviour and pupils relish the opportunity to learn new skills and overcome their learning difficulties quickly in a calm and purposeful working atmosphere. Skilled learning support assistants work very well in partnership with teachers. Individual target setting, based on teachers' marking and assessments, helps children to know how well they are doing.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is very well organised. It gives pupils a rich variety of learning experiences and develops the skills of literacy and numeracy very well. There are many opportunities for additional activities to provide stimulus and depth to pupils' learning.
Provision for pupils with special educational needs	Very good. The needs of these pupils are very well met. Work is carefully planned to help them succeed. They take part in all activities and make very good progress.

Provision for pupils with English as an additional language	The very few pupils who are at an early stage of learning English benefit from participating in all aspects of school life. Their learning proceeds at a very good pace.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for all aspects of pupils' personal development is very strong. It is evident in all the school's work. Pupils are taught to be caring and responsible members of the school community and learn about their own and other cultural traditions. The school is very successful at promoting pupils' confidence and self-esteem.
How well the school cares for its pupils	Very good. Procedures for monitoring pupils' academic progress and personal development are very good. There are well-established procedures for ensuring their health, safety and welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has a very clear view of how the school should continue to develop. He is strongly supported by the very able deputy headteacher. They inspire staff and pupils to aim for the highest standards in their work. They receive very good support from key staff and together form a very effective management team.
How well the governors fulfil their responsibilities	Very good. The governors are well organised and well informed. They fulfil their statutory responsibilities very well and take an active part in shaping the direction of the school.
The school's evaluation of its performance	Excellent. The school has developed an extensive range of effective strategies to check how well it is doing. This has had a decisive effect on the achievements of pupils.
The strategic use of resources	Very good. Educational priorities are appropriately funded and ensure that the school gets best value from its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The school expects their children to work hard, they make good progress and attain high standards. • Their children are helped to become mature and responsible and their behaviour is good. • They feel comfortable approaching the school with questions and concerns. • The school is well led and managed. • Teaching is good. 	<ul style="list-style-type: none"> • Some parents do not feel that the school works closely with them. • A few parents would like to see more activities outside lessons.

The inspection team confirms the positive views expressed by parents. The range of activities provided outside lessons compares well with most similar schools. There are many ways in which parents can be involved in the work of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress in their learning and attain very high standards in English, mathematics and science.

1. The pupils' results in the national tests for 11 year olds over the last three years give a clear indication of the consistently very high standards attained by the school. In English, mathematics and science results have almost always been very high, both in comparison with all schools nationally and schools which take pupils from similar backgrounds. In 2002, their results placed them in the top five per cent of all schools nationally and well above average compared with similar schools in English and mathematics, and in the top five per cent in science. This is a significant achievement. The school is keeping pace with the national upward trend and standards in writing have risen significantly largely as a result of the school's strong measures to improve the teaching and learning of this subject.
2. There has been a significant improvement in pupils' results at the higher level (Level 5). Just over half the pupils attained this level in English, which is very high compared to all schools nationally and to similar schools. There was a notable improvement in the percentage of pupils attaining this level in writing. A similar proportion of pupils attained Level 5 in mathematics and a small proportion attained Level 6, which is well above the level expected of pupils of this age. Pupils' attainment in mathematics was in the top five per cent when compared to all schools nationally and very high compared to similar schools. The performance of pupils in science was a particular strength with four-fifths of pupils attaining the higher level, which placed them in the highest five per cent of all schools nationally and of similar schools. The progress of pupils who took the tests in 1998 at the end of Year 2 and in 2002 at the end of Year 6 was very good in English, mathematics and science.
3. The school has very high expectations of its pupils and these are demonstrated in the challenging targets it sets for pupil attainment in the Year 6 national tests. These have been exceeded over the last two years. The standards attained by pupils are impressive and the school has received an achievement award as a result.
4. All pupils, regardless of their prior attainment, make very good progress in acquiring new skills and knowledge and developing their understanding. This represents an improvement since the last inspection when progress varied from satisfactory to good. Pupils who find learning difficult and need extra support are given effective help through various intervention programmes and almost all these pupils reach at least the expected levels in the national tests. Setting for writing and numeracy in years 4, 5, and 6 is helping all pupils, including those who are more able to achieve their full potential.
5. High standards in speaking and listening are underpinned by the emphasis the school gives to providing pupils with opportunities to use these skills in all lessons and the importance given to performing arts. Teachers pose pertinent questions, value pupils' contributions and consequently they are confident to put forward their views in a range of situations. By the end of Year 6, pupils are very articulate and enjoy expressing their opinions. They have an extensive vocabulary; for instance, a group of very able pupils looking at the key features of newspapers confidently use words like 'pun', 'encapsulates', and 'resonates'. They are sufficiently confident to refine their use of words. For example, in one discussion a pair of pupils debated whether 'disrupted', 'destroyed' or 'decimated' was the most suitable verb for their purpose. High quality

opportunities for drama, role-play and debate make a significant contribution to the standards pupils attain. During a history lesson for example, pupils in Year 5 were studying the dissolution of the monasteries. Following a lively session when pupils role-played the part of a priest hiding from soldiers they wrote a personal account of the event. Throughout the session, the teacher skilfully increased pupils' understanding of history and English as the drama unfolded.

6. Pupils enjoy reading. They have access to and read a comprehensive selection of books that reflect their interests and aptitudes, cover a range of cultures and include poetry, plays, myths and legends. Regular group sessions foster pupils' enthusiasm for literature, promote comprehension skills and their knowledge of books and texts. By the end of Year 6, pupils read expressively, talk lucidly about plot and characters and express their preferences for certain authors clearly. They say that they enjoy books by J.K Rowling, Jacqueline Wilson and Dick King Smith and some are avid readers of classics by J.R Tolkein, Lewis Carol and C.S Lewis. They skim and scan texts to locate key words and the more advanced skills of inference and deduction are developing well. The pupils' highly developed reading skills provide good support for learning in a range of subjects as well as enhancing their enjoyment of a range of written texts. Regular use of homework is made to extend pupils' ability to use comprehension skills and to practise reading.
7. By the end of Year 6, pupils' writing is very good and reflects their skills in planning, drafting and editing different types of texts. Their stories evolve imaginatively and they use characters and dialogue effectively to develop the plot. They give careful attention to vocabulary, use effective imagery to engage the reader and a variety of sentence structures to add interest. One pupil for example wrote:

She ran into the hall and, as she headed for the staircase, the murmuring of voices attracted her attention.

8. Pupils generally structure their work using paragraphs and use punctuation accurately. Writing is well formed and the highest-attaining pupils write in a good, fluent style. Pupils' very good skills in writing are used and developed well in other subjects. One gifted pupil, for example wrote in her history book:

Outside, the piercing sound of the siren was still blaring over the whirring sound of the German planes.

9. In mathematics, pupils have good mental skills and solve problems using all four operations with increasing speed and accuracy. They explain and clarify the strategies they have applied, using appropriate mathematical language. By the end of Year 6, pupils have a good understanding of factors and prime numbers and the most able pupils investigate and use index notation competently. They apply their knowledge of number, patterns and relationships very well to solve problems. They work with great pace, checking their solutions by using estimations and inverse operations. They derive information from charts and graphs and express proportions in percentages, decimals and fractions. They calculate accurately the perimeters and areas of regular shapes and the volume of cuboids using simple formulae. Literacy skills are developed well as they write logical explanations in pairs to explain why some calculations can not be right. The skills learned in mathematics are applied well in other subjects of the curriculum, such as history, information and communication technology and science. In these lessons pupils use their data handling skills to present information. For example, in science, they plot a graph to show the exercise and rest they take during a day, and construct a chart to show the varying lengths of shadows during the course of

a day. Underpinning the high standards in mathematics is the way in which pupils listen to the ideas and opinions of others and build on their suggestions. They enjoy the intellectual study that mathematics offers and strive to extend their skills by setting challenges for themselves. They have a strong appreciation of how others can contribute ideas that will further extend their learning.

10. Pupils attain very high standards in science because the school gives a strong emphasis to experimental and investigative work and pupils are developing a very good awareness of the principles which inform such practice. By the end of Year 6, pupils plan their own investigations, design their own tests, predict the outcomes and record their findings using a variety of styles. Pupils use scientific terms such as 'classify and variables' correctly and use symbols, including electrical symbols accurately. Pupils demonstrate very good scientific knowledge across all areas of the curriculum.
11. Standards are also high in other subjects. For example the pupils have gained very good skills in information and communication technology and they use them well to support their learning in other subjects. There are notable strengths in the standards attained in history, drama, music and physical education.

The quality of teaching and learning is very good and teachers use assessment very well to plan future learning.

12. The quality of teaching and learning is very good and a major strength of the school. During the inspection 25 lessons were observed. Teaching was judged to be excellent in seven lessons, very good in 13 lessons, and good in the remaining lessons. No unsatisfactory teaching was seen. High quality teaching was observed in English and mathematics and there was some outstanding teaching in all year groups, and in a range of subjects. This is a remarkable improvement since the last inspection. This high quality teaching makes a significant contribution to the very good progress pupils achieve, and to the eagerness and excitement they have for their lessons. The analysis of work shows that teachers have consistently high expectations and provide work that is demanding and well matched to the pupils' different needs.
13. Teachers demonstrate a very good knowledge of the subjects they teach. The expertise and enjoyment they bring to lessons is evident. They have high expectations of pupils' work and behaviour. Lessons are well planned and prepared. Teachers identify what they want pupils to learn and share this with them at the beginning of the session. Introductions are lively and interesting and teachers use a variety of methods to capture pupils' attention and promote their progress. For instance, they use questions skilfully to help pupils recall previous work and to enable them to conduct a review of their learning. Pupils respond eagerly to these questions which help to consolidate their knowledge and refine their understanding. Teachers offer stimulating and imaginative activities and give clear instructions to ensure that pupils understand what they have to do. All lessons proceed at a very brisk pace and as a result, pupils maintain a very productive work rate. Particularly effective are the frequent opportunities that pupils are given to discuss and work on tasks in pairs and groups.
14. Teachers know their pupils well and sustain very good relationships with them. As a result, pupils are highly motivated and confident when responding to new challenges. They relish the opportunity to learn new skills and overcome their learning difficulties quickly in a calm and purposeful working atmosphere. Skilled learning support assistants work very well in partnership with teachers. Individual target setting, based on teachers' marking and assessments, helps children to know how well they are doing and what they need to do to improve.

15. In the best lessons, planning is particularly good. It is informed by the excellent use of assessment and sets the right levels of challenge and support. Strengths in the teaching are the vigour, humour and pace with which these lessons are conducted. Lessons are very well structured and have a strong coherence and progression. Whole class sessions prepare pupils very well for the independent work that will follow. In a Year 6 mathematics lesson, for example, pupils first enjoyed participating in a lively, interactive activity which focused on the divisibility of numbers, then the teacher took the whole class through a series of tests of divisibility. These were clearly recorded on a flip chart and gave good support to pupils' independent work. As a result the pupils were highly motivated and confident to tackle new work unaided. Interventions were well judged and consequently no time was wasted or opportunity lost to support and extend pupils' learning.
16. The teaching of pupils with special educational needs is very good. In class sessions teachers ensure that these pupils participate fully in all lessons. Group and individual work is carefully matched to pupils' abilities and links effectively with their well-constructed individual education plans. Praise and encouragement are used effectively. Learning support assistants make a very valuable contribution to raising the achievement of these pupils. Pupils are very well supported and fully included in all aspects of the school's rich curriculum.

Pupils' personal development is promoted very well and the pupils are responsible, well-behaved and eager to learn.

17. The school is successful in creating an atmosphere that is firmly based on respect and care for others. It is a stimulating community in which everyone is valued and the effective participation of all pupils is central to its work. The school values the individual, seeks to develop the whole person and works to enable all pupils to achieve their full potential. It aims to develop high esteem in all and to promote mutual respect and responsibility. Staff know their pupils well and engender excellent relationships with and between them. There are good opportunities for pupils to show initiative and develop an understanding of living in a community. For instance, pupils are helped to develop their social skills by learning about the importance of sharing and co-operation and examples of pupils working harmoniously together were seen in all lessons. Pupils respond well to the opportunities to work collaboratively. Those who are less confident are well supported by others and all pupils recognise how the contributions of others can benefit their learning.
18. The opportunities for pupils to take responsibility are much better than at the time of the last inspection. Pupils are involved in the routines of the school and responsible for a number of classroom tasks and they love to help. They participate in assessing their academic and personal performance through detailed discussions with teachers and through the school's 'passports to learning' initiative and they gain very good knowledge of their own learning. They are fully involved in setting their targets for improvement. They are helped to become independent learners and become increasingly competent at organising and taking responsibility for aspects of their own work. For example, younger pupils use dictionaries and other resource materials to help their writing. As they get older, they use a thesaurus and information and communication technology to help them with their work.
19. Pupils' sense of citizenship is effectively developed through a variety of activities, which include support for charities and through the school council. This gives pupils in each class regular opportunities to represent the views of their peers and become involved in

the decision-making processes of the school. It provides pupils with good opportunities to use their initiative and contribute to school improvement. Parents and teachers appreciate its value in helping pupils to consider the needs of others and make decisions that benefit the whole school community. All members of the council are elected by their peers and their meetings are led by an elected chair and minuted by an elected secretary. During the inspection, pupils raised issues that included the distribution of the new play equipment at playtimes and lunchtimes and suggestions for improving the organisation and quality of school lunches. All meetings are attended by the deputy headteacher who guides pupils through the procedures for formal meetings.

20. The school's well developed programme for personal, social and health education makes a valuable contribution to pupils' personal development and provides pupils with scope to talk about social and moral issues that are pertinent to their own lives as well as those of the local and world community.
21. There are good procedures to help pupils on admission. The Year 3 team leader liaises closely with the infant school. A planned induction programme has been developed that involves teachers, pupils and their parents, and includes a number of visits before pupils transfer to the junior school. As a result, pupils are familiar with the staff, their surroundings and some of the school's procedures before they enter the school. Consequently, the pupils settle quickly and this has a beneficial effect on their attitudes to work. They soon become confident and effective learners in their new surroundings. Liaison with secondary schools is well established and pupils are very well prepared for the next stage of their education.
22. As a result of this very good provision the pupils enjoy coming to school and relish the many interesting learning experiences they are offered. They work with concentration and commitment, rising well to the challenges that are provided, and they strive to do their best. They show great pride in their work. They are very keen to contribute their ideas to discussion and to share their ways of working things out. Pupils report that they experience the school as a warm and welcoming community in which they are encouraged to work hard, behave well and helped to grow in responsibility.

The curriculum is rich and varied and includes very good opportunities for creative work. It is carefully planned to meet pupils' specific needs.

23. The school provides pupils with a broad and balanced curriculum, which fosters both their academic achievements and their personal development. It is stimulating and relevant, involves all pupils and engages their interest. It fully reflects the diverse community from which the pupils come and gives them a valuable insight into the wider world. It provides regular opportunities for pupils to enjoy exciting experiences and to deepen and extend their learning. As a result, the pupils are keen to learn and participate eagerly in all aspects of school life.
24. The school has successfully adopted a more flexible approach to the timetabling of subjects to make the best use of all available time. Over the day, three subjects are taught each morning and two each afternoon. The school continues to give due emphasis to achieving high standards in literacy and numeracy and the national strategies have been implemented very effectively. The high standards attained in English and mathematics have improved pupils' work in other subjects such as science, history and geography, and have helped to create a more inclusive curriculum. Specific aspects of literacy such as reading are taught separately in reading groups. These sessions improve pupils' reading skills and discussions between pupils and teacher help develop a shared appreciation of children's literature. All of the National

Curriculum subjects are taught in a systematic way that builds effectively on pupils' previous learning. Teachers are particularly successful at developing pupils' speaking, listening, reading and writing skills and enabling them to use and improve them in other subjects.

25. The school places a strong emphasis on history, geography, physical education and the arts, especially drama and music. Strong links between these subjects and literacy are forged during the school's creativity days. These days enable pupils to become more absorbed in a subject and offer more opportunities for investigative and practical work. Pupils speak enthusiastically about these days which they say enables them to study subjects in more depth.
26. The school's commitment to developing pupils' creativity is demonstrated by the appointment of a teacher with responsibility for this aspect of the school's work. Drama and role-play are a very strong feature of the school's curriculum and the school provides a wealth of high quality experiences in these areas. For example, in one lesson pupils preparing to visit Blakesley Hall for wassailing, as part of their studies on life in the time of the Tudors, rehearse their historical roles as members of one of the local families. The subject leaders's expertise and enjoyment clearly inspired the pupils who were eager to participate, keen to respond to his suggestions and confident to perform their roles with conviction. Excellent concentration was sustained throughout. The school further encourages pupils' enthusiasm by giving them the opportunity to perform in assemblies and concerts throughout the school year. This builds their confidence and self-esteem and has a considerable effect on their social development. Peripatetic staff make a strong contribution to the teaching of music and pupils benefit from opportunities to select from a range of instruments or to join a choir. Musically gifted pupils benefit from playing with others in school and area orchestras and performing to audiences further afield. These worthwhile opportunities help pupils develop a very good sense of audience and occasion.
27. The school has considerable strengths in sport and pupils can continue to develop their expertise and participate in team activities during extra-curricular clubs. The school receives help from local football and rugby clubs. Pupils benefit from the close proximity of the local tennis club where, with the help of parents and coaches, they are encouraged to develop their tennis skills.
28. The school welcomes many visitors each year to help enrich and enhance the curriculum. Carefully planned educational visits, including a residential visit to France in Year 6, also make a significant contribution to pupils' learning. Pupils speak enthusiastically about trips to local theatres to watch productions such as 'James and the Giant Peach' and 'The Lion, the Witch and the Wardrobe'. The school has very good links with the community and enjoys the support of a number of local businesses.

The leadership and management of the school by the headteacher and deputy headteacher are highly effective, and inspire pupils, staff and governors to strive for the highest standards.

29. This very successful school is very well led and managed by the headteacher who has a clear vision for the future and motivates everyone to work towards it. The pursuit of excellence informs all aspects of the school's work and has resulted in an outstanding climate for learning which centres around the expectation that everyone should work together to achieve the highest standards in all they do. Successes, both great and small are celebrated and everyone shows a great pride in the school's achievements.

30. A major facet of school life is the strong teamwork that is evident in all aspects of its work. Staff, governors and pupils work well together and are set a very good example by the headteacher, who sets a caring and supportive tone for the school. It leads to high levels of consistency in expectations of work and behaviour and ensures that all pupils are enabled to fulfil the school's aim of 'learning to be the best'.
31. The deputy headteacher gives very good support to the work of the headteacher and together they form a strong and effective partnership. They have successfully involved the staff in a continual search for ways to become more effective and to improve the school's performance still further. The deputy headteacher too provides an inspirational lead as a teacher and her key role in checking the effectiveness of teaching and learning has made a significant contribution to the raising of standards.
32. Year leaders play a central role in the management of the school. The system of year leaders moving through the school with their year groups was praised at the time of the last inspection and continues to be a strength of the school. It ensures that staff have very good knowledge of pupils and their families. There is very effective leadership from the teachers with responsibility for literacy and numeracy who are significantly involved in monitoring and evaluating standards and improving the quality of education in their subjects. The management roles of teachers with responsibility for other subjects are secure. They have a good understanding of the strengths in their subject and areas for further development. The next stage, recognised by the school, is to develop their roles in checking and improving their areas of responsibility.
33. There is an excellent programme for the monitoring of standards which includes the rigorous analysis of performance data. Results are carefully analysed to identify areas where improvement is needed. Intervention programmes are planned and regularly evaluated to ensure that pupils make the intended progress. A good example of this is the identification of underachievement in writing, resulting in a highly successful programme to raise standards in this aspect of English.
34. The governors play an active part in shaping the strategic direction of the school. All share a common vision with the headteacher, and look to improve the school's provision further. They have a clear understanding of what the school does well and its success against local and national measures. They bring a wide range of personal and professional expertise to the leadership and management of the school. All governors have assigned duties, which range from curriculum responsibilities to oversight of performance management and many are frequent visitors to the school. They see their roles in checking all aspects of the school's performance, challenging and giving advice as central to their work. They have very effective procedures to check on progress. Governors' financial management ensures that the school gets best value from its spending decisions and it is successful in enabling the school to reach its declared goals efficiently.

WHAT COULD BE IMPROVED

35. There is no aspect of the school which requires significant improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. The school is rigorously self-evaluative and committed to maintaining high standards. The school's priorities are contained in the school development plan and give a clear agenda for further improvement.

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

7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	13	5	0	0	0	0
Percentage	28%	52%	20%	0	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 more than three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	360
Number of full-time pupils known to be eligible for free school meals	N/A	27

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	26
Number of pupils on the school's special educational needs register	N/A	3

English as an additional language

	No of pupils
Number of pupils with English as an additional language	157

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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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
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	46	44	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	44	44
	Girls	43	41	44
	Total	85	85	88
Percentage of pupils at NC level 4 or above	School	94 (93)	94 (91)	98 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	44	42
	Girls	41	42	42
	Total	80	86	84
Percentage of pupils at NC level 4 or above	School	90 (91)	97(90)	95 (98)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	196	1	0
White – Irish	0	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	56	0	0
Asian or Asian British - Pakistani	56	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	11	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	31	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	22.5
Average class size	30

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	71

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	4.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	902,153
Total expenditure	943,851
Expenditure per pupil	26,29
Balance brought forward from previous year	99,801
Balance carried forward to next year	58,103

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

360

Number of questionnaires returned

87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	40	1	0	0
My child is making good progress in school.	43	55	0	0	2
Behaviour in the school is good.	43	54	2	0	1
My child gets the right amount of work to do at home.	37	49	10	3	0
The teaching is good.	42	53	2	0	3
I am kept well informed about how my child is getting on.	33	53	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	48	46	4	1	0
The school expects my child to work hard and achieve his or her best.	62	35	3	0	0
The school works closely with parents.	31	46	18	3	2
The school is well led and managed.	41	51	6	0	2
The school is helping my child become mature and responsible.	43	53	0	1	3
The school provides an interesting range of activities outside lessons.	27	48	18	6	1