

# INSPECTION REPORT

## **HAGLEY FIRST SCHOOL**

Hagley, Stourbridge,  
West Midlands

LEA area: Worcester

Unique reference number: 116678

Headteacher: Mr Kevin Bailey

Reporting inspector: Alan Blank  
8358

Dates of inspection: 2<sup>nd</sup> – 3<sup>rd</sup> December 2002.

Inspection number: 247663

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 – 9 years
Gender of pupils:	Mixed
School address:	Park Road Hagley Stourbridge West Midlands
Postcode:	DY9 0NS
Telephone number:	01562 883280
Fax number:	01562 886531
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Ann Roberts
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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10478	Alison Smith	Lay inspector
19765	Pauleen Shannon	Team inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Hagley First School currently has 335 pupils between the ages of four and nine, though this will grow to 375 after Christmas when the second intake of children enters the reception classes. The vast majority of pupils (95 per cent) are of white UK heritage. There are 21 pupils from minority ethnic backgrounds. Twelve pupils have English as an additional language, but they are fluent and confident in English and do not need additional language support. Thirty pupils are currently on the register for special educational needs, which is well below the national average. Five pupils have a statement of special educational need. The number of pupils who are eligible for free school meals, at three per cent, is well below the national average, reflecting the relatively privileged area the school serves. The attainment of pupils on entry to the school is above average. The school has been awarded Beacon School status because of its high standards, particularly in literacy. The school is about to be reorganised into a primary school, keeping its pupils until the age of eleven.

### **HOW GOOD THE SCHOOL IS**

Hagley First School provides an excellent education for all its pupils and thoroughly deserves its Beacon School status. Teaching is consistently very good and a significant proportion is excellent. Pupils make very good progress and achieve very well, often reaching very high standards. The school provides a very rich curriculum and is an exciting place to learn. The school is led and managed highly effectively and this enables the school to provide very good value for money.

#### **What the school does well**

- The school enables its pupils to reach very high standards.
- The quality of teaching is very good overall and a significant proportion is excellent.
- The school provides a very broad curriculum for all pupils and makes very good provision for those who have special educational needs.
- Pupils' attitudes, behaviour and personal development are excellent.
- The leadership and management of the school are highly effective at all levels.

#### **What could be improved**

- The school has no significant weaknesses.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in March 1998. The team judged standards to be above average throughout the school. Results in national tests since then have shown standards to be well above average or very high in comparison to other schools, indicating that standards have improved. The key issues raised by the last inspection team suggested that the school needed to revise its aims, widen the role of the governing body, improve the use of assessment and boost the role of subject co-ordinators. In all these respects the school has made at least good improvement and, in the use of assessment information to improve teaching, it has made very good improvement. Overall the school has made good improvement since the last inspection.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A*	A*	A	A
Writing	A	A*	A	A
Mathematics	A	A*	A	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Children entering the reception classes demonstrate above average attainment in all areas of learning. Pupils' attainment is above average when they enter Year 1. The standards achieved in national tests in Year 2 indicate that pupils make good and often very good progress. In 2000 pupils attained standards that were in the top five per cent of schools nationally in reading and well above average in writing and mathematics. In 2001 the school's results were in the top five per cent for schools nationally and similar schools, in all three areas. These pupils are currently in Year 4. In 2002 results in reading, writing and mathematics have fallen from this peak, still reflecting a very able year group, but not the exceptional ability of the previous year. Nevertheless standards in reading, writing and mathematics remain well above average compared to schools nationally and well above or above those of similar schools. The very good achievement and progress are reflected in Years 3 and 4 too. Standards in Year 4 in English, mathematics and science are very high. The work being produced by pupils both in quality and quantity is exceptional. In all three subjects many pupils in Year 4 are achieving standards that are expected of pupils aged eleven. Standards in information and communication technology (ICT) are well above average throughout the school. In every lesson seen during this inspection standards were judged above or well above average, or, as in music, very high. This suggests that standards overall have improved since the last inspection. The achievement of all pupils, including the more able, those with special educational needs and those who have English as an additional language, is very good overall.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are excellent. They are very industrious, attentive and productive. They respond very enthusiastically to the high expectations of teachers and the often exciting lessons prepared for them.
Behaviour, in and out of classrooms	Behaviour in classes and around school is excellent. Pupils are trustworthy and sensible and this allows teachers to be adventurous in their approach to teaching, knowing that pupils will respond enthusiastically and appropriately.
Personal development and relationships	The whole ethos of the school promotes personal development, maturity and self-discipline. Pupils are given many opportunities to work independently and take responsibility for their work, even in younger classes. Relationships throughout the whole school are excellent. There is a shared commitment to high achievement in all areas of school life.
Attendance	Pupils' keenness to come to school results in very high attendance figures.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very good	Very good	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.*

During the inspection 28 lessons or parts of lessons were seen. In six of these, teaching was excellent. This is an outstanding statistic. In another eleven lessons teaching was very good and in the remaining eleven it was good. In no lessons was teaching less than good and this exceptional profile of teaching was reflected in pupils' work from last year and the current year. The amount and quality of work produced by all age groups are extraordinary and reflect both the pace and challenge seen within lessons. Teachers have very high expectations of their pupils, who respond enthusiastically and present work that is both thoughtfully completed and well presented. Pupils of all abilities are challenged appropriately and where it is needed very good support is provided for pupils, especially those with special educational needs. Teachers are very secure in what they are teaching; they have class and individual pupils' targets to guide them and a clear knowledge of what pupils already know and can do. Most importantly, teaching is often exciting so that pupils become highly motivated and they learn very well. Teaching in mathematics and English is very good, with examples of excellent teaching in both subjects. The development of literacy skills is established as one of the school's main strengths and a reason for its status as a Beacon School. However, the teaching of basic numeracy skills and science skills is highly effective too and results in the very high standards evident in current and past work. The quality of teaching and learning is the most significant of several outstanding features that characterise the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very broad and exciting range of learning opportunities. Its links with a school in the Gambia are an outstanding feature that broadens pupils' awareness of the wider world. The range of after-school clubs is very good and opportunities involving music are exceptional.
Provision for pupils with special educational needs	Parents agree with the inspection team that provision for pupils who have special educational needs is very good. They receive skilled support and their progress is monitored meticulously. Pupils who have special educational needs are fully included and have access to all aspects of school life and the wide range of opportunities provided.
Provision for pupils with English as an additional language	No pupils who have English as an additional language require special support. Their heritage is respected and used to enrich the experience of all pupils. They make the same progress as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for all these aspects is very good and each has outstanding features. Pupils are encouraged to become independent, caring citizens who are sensitive to the needs and circumstances of others like themselves and those who are less fortunate. Older pupils become mature beyond their years and in turn provide excellent role models for younger children.
How well the school cares for its pupils	Procedures such as the new observation card system, for use by all adults in school, are part of the high standard of care taken of pupils.

	Pupils' academic and personal development is monitored very closely.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is highly effective. He has led the school in improving already high standards, led the way to Beacon status and developed the overseas links. He is ably assisted by the deputy headteacher who provides an excellent role model in teaching and the management of provision for pupils who have special educational needs.
How well the governors fulfil their responsibilities	Governors are also highly effective. They have responded to issues raised by the last inspection very successfully. They monitor the work of the school carefully and have a clear view of its strengths and the challenges that lie ahead.
The school's evaluation of its performance	The school is not complacent. Subject co-ordinators and senior staff all play a part in checking the school's performance, by analysing test data and tracking pupils' progress. Governors evaluate the effectiveness of purchases and resources such as ICT equipment and are vigilant in using the school's budget and specific grants.
The strategic use of resources	The school uses its resources and specific grants very effectively and imaginatively. The introduction of interactive white boards into the reception classes as part of a research project is one example. The development of the school accommodation as a learning tool, and the Egyptian and African areas in particular, are examples of the vision that enriches pupils' lives daily.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>All parents seem to agree that the standards of behaviour are very good and that their children make good or very good progress irrespective of their natural ability.</li> <li>They think that teaching is very good and that learning is often made exciting and fun.</li> <li>Taken as a whole, parents feel that the school provides an excellent education for their children, and they appreciate the wide range of opportunities that are provided.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents would like more after-school clubs for younger pupils.</li> <li>The arrangements for collecting pupils at the end of the school day.</li> </ul>

The inspectors agree that the school does provide an excellent education for its pupils and that the quality of teaching is outstanding. The school day is already longer for pupils in reception and Years 1 and 2 than in most schools and the range of after-school clubs for older pupils is very good. Arrangements for collecting pupils are not ideal, but it is hard to see how they could be improved currently. There may be some opportunity to improve them as part of impending changes to the accommodation.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The school enables its pupils to reach very high standards.**

1 The attainment of children entering the school is above average in all areas of learning. Many have attended the private kindergarten that uses part of the school building. As a result, many of the children are familiar with the school as a place to learn and the staff in reception often have knowledge of the children before they enter their classes. Children make good progress in the reception classes, though some have only two terms, as the school operates a two-stage entry. As part of a rich curriculum for children in the reception classes, numeracy and literacy skills are developed very well, particularly their understanding of phonics, and this provides a very firm basis for the development of literacy skills further up the school.

2 In national tests taken at the end of Year 2, pupils consistently score well above the average for schools nationally in reading, writing and mathematics. In 2001 an exceptionally able year group scored in the top five per cent of schools nationally and in the top five per cent for schools that have a similar intake to Hagley, in each area of learning. In 2002, results were well above average for all schools and well above average for similar schools in reading and writing. Mathematics results were above average when compared to similar schools. Teachers assess pupils' attainment in science and this was judged as well above average. A detailed scrutiny of work covered last year in science, English and mathematics confirms that standards were well above average. Higher attaining pupils scored very highly on these tests and a few pupils at the age of seven managed to reach levels that are expected of pupils aged eleven in reading and writing – very high standards indeed.

3 Current standards in Year 2 are well above average in English, mathematics, science and ICT. In reading most pupils are fluent readers, able to build unfamiliar words using phonics. More able pupils are already reading books such as the 'Harry Potter' series with help. In writing, even in the first term of the school year, pupils are writing in sentences, using commas and exclamation marks, and some more able pupils use speech marks with reasonable accuracy. Pupils attempt alliteration such as "big, bad, bullying bees" and writing rhyming poems such as "I am the wind, I blow the air, the adults don't like it, I think it's unfair!"

4 In mathematics pupils have a secure grasp of the easier multiplication tables such as 2, 5 and 10. They can add and subtract numbers up to 1000 and can use fractions to find quantities such as a quarter of 28. Pupils can identify right angles and use information to produce graphs using computers.

5 In science pupils use tally charts to gather information on favourite foods. They carry out investigations into ice melting, comparing different places in the classroom. Pupils then look into the effects of temperature on materials, looking for changes from solids to liquids.

6 In ICT pupils use computers to write sentences, paragraphs and letters, for instance to thank a guide who showed them around a synagogue. They merge pictures, taken with digital cameras, with their writing, using different fonts and size of letters in their work on the gunpowder plot in history. Pupils also program model vehicles with instructions to control the distance and direction they travel in.

7 In Years 3 and 4 external tests for pupils are administered and compared to national results, but these are not published. As part of its assessment policy, the school carries out these tests and uses the information, and results from other assessments, to track pupils'

progress. The current Year 4 pupils are exceptionally able, even by Hagley standards. In English, mathematics and science standards are very high, and in ICT they are well above average.

8 In English, pupils read texts with expression, understand and relate ideas about the plot and characters in books and frequently make use of ideas and information from a range of written sources such as the Internet. In their writing pupils display a knowledge of verbs, nouns and adjectives. They identify rhythm and rhyme in poetry and can construct their own poems with similar structures. Pupils use punctuation accurately and write using imaginative language. For example, one child writes, "There is suddenly a faint knock at the door. Ted races energetically, as if it is a race against time." Another pupil writes, "Arthur was a determined young fellow and he was going to get some fur! Even if he had to dive for it himself and get it with his bare teeth!" Pupils' speaking and listening skills are also very advanced.

9 In mathematics, pupils calculate the area of rectangles and measure the perimeter of more complex shapes. They can change money into foreign currency requiring the understanding and manipulation of decimal numbers to two places. Pupils understand basic properties of triangles and co-ordinates linked to work on compass points. Pupils multiply by splitting two-digit numbers and understand equivalent fractions.

10 In science, pupils study how very hot water and very cold water move towards ambient temperatures using equipment to measure temperature and time. They record results very carefully producing tables and graphs. Pupils use evidence from tests on friction, along with their scientific understanding, to explain and interpret results in their work on forces.

11 In ICT pupils in Year 4 produce a newspaper, using desk top publishing, and merge text and pictures into realistic journals. Pupils enrich their work in art by researching neo-impressionist artists such as Seurat and find examples of pointillism. They then construct their own pictures, using computers, in a similar style. Pupils enrich their work in literacy and history by producing multimedia presentations about both China and Egypt. High levels of skills are also displayed as pupils in Year 4 use a modelling program to produce individual designs for Islamic prayer mats.

12 Overall the very high standards are achieved through high quality teaching that delivers lessons at an excellent pace and this in turn leads to a very large quantity of work being covered throughout the school year, far more than in most schools.

**The quality of teaching is very good overall and a significant proportion is excellent.**

13 During the inspection 28 lessons were observed and a detailed scrutiny of pupils' work both past and present was undertaken. In the lessons observed teaching was excellent in six, nearly a quarter, an exceptional statistic. In another eleven lessons teaching was very good and in the rest teaching was good. This very positive profile of teaching was supported by the work in pupils' books over two years. The quantity of work reflected the pace and the quality of learning observed in lessons. Teachers demonstrate a secure knowledge of subjects and their pupils so that lessons are introduced with confidence and skill that shows very good awareness of what pupils already know and can do. An example of this skill was seen in one outstanding numeracy lesson in Year 1. The teacher introduced the lesson asking pupils to add numbers together to make ten. She then began to increase the complexity of the work and skilfully divided the class into temporary groups, still on the carpet but working at different levels according to their ability. The classroom assistant worked with pupils with special educational needs. After a few minutes, the teacher brought the class

back together again to move on to the main body of the lesson. But instead of just introducing the idea of graphs, she posed the pupils with a real-life problem. "Children, I want to have class party at Christmas, but I don't know what flavour crisps to buy. Can you help me?" The class discussed the problem in pairs and then shared their ideas, eventually producing a pictogram of different flavour crisps on the carpet. This excellent introduction to data handling also responded directly to a relative weakness in problem solving, identified through the school's analysis of examination results.

14 Excellent and very good teaching was observed throughout all the phases of the school and in a range of subjects. For instance, in a lesson in a reception class the teacher demonstrated very high expectations, getting children to talk about different versions of the Pinocchio story. The teacher skilfully used the interactive white board to show a simplified version of the story and developed phonics as she went along and reading skills by getting children to predict the next part of the story. The teaching of literacy is a strength throughout the school. In another excellent lesson in Year 4, pupils discussed the layout, rhyme and rhythm of poems. Pupils discussed root words, short vowels and devised their own rules for adding 'ing' to verbs. The lesson was delivered with great enthusiasm and a sense of fun.

15 Teachers deliver lessons with high levels of challenge that pupils respond to earnestly and enthusiastically. Teachers use targets in a variety of ways to guide pupils' learning, for instance, class targets such as "use powerful verbs to show character or impact" and individual pupil targets such as "use commas to separate clauses, and try to avoid beginning sentences with *and*". Teachers use marking of work to enthuse pupils and to help them to improve. In one English book the teacher wrote, "Could you have used more describing words? How did Cinderella feel?" and "Well done, super sentences! An excellent summary, next time how about adding speech marks?"

16 Science is taught in a very practical way that reflects the very essence of the subject. Pupils carry out tests, experiments and investigations in all areas of their work. Pupils are then encouraged to evaluate results and think about explanations. This approach results not only in high standards of knowledge and understanding but also in practical skills.

17 Standards of teaching throughout the school are very high and have clearly improved since the last inspection. Without doubt, a key feature is the determination of teachers to make lessons interesting as well as informative, and to inject their teaching with a sense of fun and enjoyment.

**The school provides a very broad curriculum for all pupils and makes very good provision for those who have special educational needs.**

18 The very high standards in the core subjects are not achieved at the expense of other subjects. The school has maintained a very broad and rich curriculum that covers all the subjects of the National Curriculum very well and has some outstanding elements, such as the international dimension through the school's links with the Gambia.

19 In the Foundation Stage (reception classes) all the areas of learning are covered and there is clear appreciation of the importance of play in the development of children of this age. Children's knowledge and understanding of the world are promoted through a range of activities such as mixing the ingredients for play dough, and recognising liquids and powders. The children regularly use ICT equipment such as computers and the interactive white board to register their own attendance. Pupils' social and moral development is promoted in all aspects of their work. Qualities of kindness and consideration are demonstrated by adults and children are made to feel important as individuals. Pupils' physical development is promoted well, especially in regular sessions in the school hall. There is the limitation that the

school does not have an outdoor area specifically for reception children and this is a weakness that was identified by the last inspection. However, new plans are in place for the development of the overall accommodation and these include such an area.

20 In every lesson seen during the inspection, standards were either above or well above average. Pupils demonstrate very good musical skills. They sing unaccompanied in hymn practice and choir practice, singing different parts, sometimes using actions and dancing as they sing. The school takes part in regular festivals and concerts. Music also provides a good example of the inclusive nature of the school. Of the 80 or so pupils in Year 4, over 70 are in the school choir and a large proportion of these are boys. As parents say, everyone is welcome even if they do not have a good singing voice. Similarly over a third of the pupils in Years 3 and 4 receive individual tuition on a musical instrument and here again the opportunity is available to all. The school provides a very good range of extra-curricular activities aimed at pupils in Years 3 and 4. Some of these are sporting, such as football and netball, and others are more academically inclined, such as the science and ICT clubs. During the inspection pupils in the science club investigated the conditions for activating yeast to produce carbon dioxide. In the ICT club pupils had great fun creating Christmas cards on laptop computers using images of themselves taken using digital cameras. Typically, they dressed up for the occasion.

21 Other subjects provide rich experiences for pupils. History studied though topics like Ancient Egypt is made to come to life using the Internet and very good quality resources. The school environment is used to stimulate pupils' interest. The entrance corridor has been decorated to look like an Egyptian palace; stunning figures, paintings and hieroglyphics combine to create an atmosphere more like a museum than a school entrance hall. In another area the school celebrates its links with the Gambia in an African area. This determination to use the school environment as a stimulus is part of the school's plan to make learning exciting and meaningful.

22 The provision for pupils who have special educational needs is very good. The support provided for pupils in and out of lessons reflects the training of the adults who provide it, and is of very high quality. The individual education plans for pupils are very detailed and maintained meticulously. The school's commitment to these pupils is recognised by parents who are very appreciative of all the work that goes into ensuring that their children make good progress and are fully involved in all aspects of school life. Teachers and support assistants work very closely together so that they all know what pupils have done and are going to do, and how best to support them. This support is provided very sensitively and subtly so that pupils do not feel awkward or separated from the class. When it is better for pupils to work on a one-to-one basis this is planned in detail and the work reflects that being covered by the rest of the class.

23 Overall the learning experiences provided by the school are rich and varied. The school is an exciting place to learn.

### **Pupils' attitudes, behaviour and personal development are excellent.**

24 Pupils' attitudes to school are excellent. They are keen to come to school, as the very high attendance figures show, and parents say that pupils talk about their experiences with great enthusiasm at home. Pupils are celebrated as individuals from the start. Their pictures adorn walls all over the school, including the 'Pat on the back' award board. Irrespective of ability or heritage, pupils are respected and they in turn treat others with respect. The school is a caring institution where pupils' well-being is important. Pupils adopt similar attitudes to each other, so that older pupils look after younger children in the playground. When pupils work in groups they do so sensibly, not needing constant supervision, but instead

demonstrating the capacity to work collaboratively and independently as the need arises. Levels of determination are very high. For instance, in a mathematics lesson in Year 3 pupils were working on problems involving multiplication and division. As the problems became more difficult pupils had to think more and try out ideas. Even at this age, pupils accepted that it might take several attempts to reach the correct answer, and they did not become dispirited or defeatist.

25 Behaviour in and around school is also excellent. Pupils can be trusted to behave properly; they reach levels of maturity beyond their years and older pupils set good role models for younger children in school. Teachers are able to be adventurous in their teaching, sending pupils off to work independently or in pairs in the confidence that pupils will respond appropriately. Pupils behave well in the playground, playing games enthusiastically, but fairly and sensibly. In assemblies pupils respond to ideas of morality and reflect on themes such as the coming of Christ. In lessons, too, pupils learn about other faiths. In one religious education lesson in Year 3 two pupils of the Sikh faith helped the teacher to elaborate on aspects of worship. They were keen to explain to other pupils aspects of their faith and the rest of the class listened with respect, appreciating their classmates' contribution.

26 Provision for pupils' spiritual, moral, social and cultural development is very good. There are specific times such as assemblies where these matters are targeted by teachers, but the more important provision comes through the curriculum. For instance, the school's links with a village in the Gambia ensures that pupils are involved personally. In July of each year teachers from Africa come and work in the school for two weeks. They work with pupils on projects that include art, music and dance that develop their cultural awareness. There is a very significant spiritual dimension to this link. Pupils learn that some countries are very poor in a material sense, but they have very little pollution, very strong family ties and that they eat what they produce. Pupils learn that the Gambia is an Islamic country and this is used to make this faith accessible and meaningful to pupils. Finally, teachers who have been and taught in the Gambia come back able to relate their experiences with poignancy and use pictures that bring home the reality of a different culture and society, but common humanity. As a result, pupils have led in raising approximately £7000 for a new nursery in Africa. Their awareness of others less well off than themselves is also promoted through 200 boxes put together by individual pupils to be sent to poorer children in Europe for Christmas.

27 Pupils' academic and personal development is monitored closely so that their progress can be tracked. This information is shared amongst the staff and it is used well to plan work and set targets at various levels. Marking is often detailed and used to build pupils' self-esteem, as well as move pupils' learning on. Pupils' own knowledge of their progress and familiarity with personal targets help to develop their positive attitudes and provide them with a sense of achievement. Teachers' comments through marking and in general teaching fuel pupils' self-esteem, helping them to become enthusiastic, independent learners.

### **The leadership and management of the school are highly effective at all levels.**

28 The headteacher provides highly effective leadership for the school. Since the last inspection, standards have improved and good progress has been made on the key issues raised by the last OFSTED team. He has led in introducing several significant initiatives. The international links are a result of his own experiences before coming to the school. The achievement of Beacon School status has enabled the school to develop itself. Teachers agree that the status and the resulting relationships with partner institutions have raised the levels of expectation and teaching within Hagley. The headteacher displays clear vision about what to do next, what areas require more work and appreciates what is excellent about the school. He is ably supported by the deputy headteacher whose teaching provides a role model throughout the school. Her work as special educational needs co-ordinator is

appreciated by parents and governors alike, and has been officially recognised by outside bodies, too, for its quality and thoroughness.

29 Other members of staff also display very good leadership. Subject co-ordinators, particularly in the core subjects (English, mathematics and science) and ICT, lead their colleagues in providing rich learning experiences. They ensure a consistent approach in parallel classes by monitoring teachers' planning. There are several examples of monitoring by staff improving the work of the school. For instance, the recognition that teachers need to place greater emphasis on problem solving in mathematics has led to a different approach in some numeracy sessions. The co-ordinator's analysis of work on materials in science found interesting features for teachers to be aware of when they teach the topic again and celebrated the strengths in their teaching. The work done on assessment is very effective and it provides teachers with consistent approaches to monitoring pupils' attainment and progress. The co-ordinator for ICT has very high levels of skill and uses these to promote the use of ICT throughout the school. As a result ICT is everywhere, being used to enrich subjects, as a tool for research and as a means to display information and data.

30 Co-ordinators in other subjects also monitor teachers' planning. There is a system for monitoring pupils' work and teaching in classes in these other subjects, but this may need to be reviewed as the school grows so that monitoring is carried out more regularly.

31 The governing body is very effective. Weaknesses identified at the time of the last inspection have been ironed out and governors provide leadership and support at appropriate times. Governors are clear about the school's strengths and areas that need to be improved. Governors take their monitoring role seriously, both at the level of the school budget and individual subjects. Individual governors for subjects know what is going on in the subjects they are linked with. For instance, the governor who has responsibility for special educational needs is very well informed and the governor for religious education recently accompanied pupils on a visit to a synagogue in Birmingham. Governors play a significant role in the formation and monitoring of progress of the school improvement plan. The headteacher quite rightly describes the plan as the engine for change and it leads the school in all areas of development, not just in the curriculum, which was the criticism of the last inspection team. The school is imaginative in spending special grants and awards and often makes excellent use of them, such as the initiative to install interactive white boards in classes. These are used as wonderful teaching aids, enabling teachers to enthuse pupils and display their work very effectively.

32 The school is very well managed. Senior staff are good communicators and they ensure that all who need to be informed about the work of the school are. For example, the school has recently introduced a 'blue card system' that all adults in the school use to log anything that they think is unusual in a child's behaviour or demeanour. This acknowledges that if pupils are experiencing some kind of problem it may manifest itself in different places at different times. In themselves these may not appear significant, but a blue card is lodged with the teacher responsible for child protection on every occasion. In this way observations from classrooms, playgrounds and around school generally are co-ordinated and problems are identified early.

33 The administrative staff are very effective and present visitors with a sense of efficiency when they arrive. The school caretaker is thorough and rightly proud of the standards of cleanliness of the accommodation.

34 Hagley First School is an excellent school.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	11	11	0	0	0	0
Percentage	21	39	39	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	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	335
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
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 1 (Year 2)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	36	45	81

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	35	35	34
	Girls	41	44	44
	Total	76	79	78
Percentage of pupils at NC level 2 or above	School	94 (100)	98 (99)	96 (100)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	35	34	36
	Girls	42	43	44
	Total	77	77	80
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	99 (100)
	National	85 (85)	89 (89)	89 (8)

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

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	279	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	14	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	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: YR – Y4**

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	26
Average class size	26

#### **Education support staff: YR – Y4**

Total number of education support staff	10
Total aggregate hours worked per week	210

### ***Financial information***

Financial year	2001-2002
	£
Total income	683619
Total expenditure	679814
Expenditure per pupil	1982
Balance brought forward from previous year	36000
Balance carried forward to next year	39805

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6
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.*

### **Results of the survey of parents and carers**

#### **Questionnaire return rate**

Number of questionnaires sent out	335
Number of questionnaires returned	118

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	2	0	1
My child is making good progress in school.	65	34	0	0	1
Behaviour in the school is good.	64	32	0	0	4
My child gets the right amount of work to do at home.	44	51	4	1	0
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	47	47	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	74	25	1	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	55	36	7	0	3
The school is well led and managed.	59	40	1	0	0
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	34	38	14	2	13

