



# Shirley Heath Junior School

## Inspection Report

**Unique Reference Number** 104050  
**LEA** Solihull  
**Inspection number** 277056  
**Inspection dates** 11 July 2006 to 12 July 2006  
**Reporting inspector** David Cox AI

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

<b>Type of school</b>	Junior	<b>School address</b>	Coombe Road
<b>School category</b>	Community		Shirley
<b>Age range of pupils</b>	7 to 11		Solihull, West Midlands B90 3DS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 7441339
<b>Number on roll</b>	287	<b>Fax number</b>	0121 7440604
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	12 June 2000	<b>Headteacher</b>	Mrs Gail Knight

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 11 July 2006 - 12 July 2006	<b>Inspection number</b> 277056
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is a larger than average junior school. Most pupils are from White British backgrounds although there is a small number from minority ethnic backgrounds, especially Indian and Pakistani. The proportion of pupils eligible for free school meals is below the national average. The percentage of pupils who have learning difficulties is average. The majority of pupils join the school at the start of Year 3 with above average standards. Until the 2004 pupil intake, the number of pupils in Years 3 and 4 was relatively small and there was spare capacity. However, the number of pupils in these cohorts was greatly increased when an additional 40 per cent of pupils joined the school in Years 5 and 6. Many of these pupils entered with average standards. However, up until the 2004 pupil intake, more than 40 per cent of the pupils joined the school from Year 5 onwards and many of these pupils entered with average standards.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The school provides a good education. Inspectors agree with the school's own view of its effectiveness. Pupils achieve well because good teaching meets their needs well. Standards are above average by Year 6 and pupils are well prepared for the next stage of their education and their future life. Standards of writing are only satisfactory because pupils are not always provided with tasks that develop and enrich their full range of writing skills. Pupils with learning difficulties make good progress because they are well supported. Pupils from the different ethnic groups also make good progress.

Pupils feel safe and are extremely well cared for. They behave very well and this contributes to the positive school ethos. The school ensures that all pupils are treated equally, thoroughly enjoy their time at school and develop outstanding personal skills. This is a well led and managed school with an excellent curriculum. The headteacher, together with the deputy headteacher and governors provides good leadership. Systems for monitoring the quality of teaching however are focused too much on what the teacher does rather than evaluating how well pupils learn and the progress they make. The school provides good value for money.

### **What the school should do to improve further**

- Raise standards of writing further by providing pupils with more opportunities to enrich their writing skills.
- Ensure that the monitoring of teaching also focus's on pupils' learning and the progress that they make.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and pupils achieve well in relation to their starting points. A significant proportion of pupils are at the school for two years only and this has a considerable effect on standards and achievement. Results in the national tests in 2005 for Year 6 pupils were above average and this remains the case. Indeed, analysis of the 2006 national tests results indicate a further rise in standards, particularly in English. By age 11 pupils have very good listening skills and are very articulate. They read with fluency and expression. Their information and communication technology (ICT) skills are exceptionally high. Pupils from the different ethnic groups represented in the school make good progress because of the good support they receive. Pupils with learning difficulties are now supported well and make good progress.

A range of strategies are now being used to help improve some pupil's writing but these measures have not been in place long enough to have had a full impact.

The above average standards noted at the time of the last inspection have been maintained. This is because of the challenging targets for improvement that are set and met each year and as a result the majority of pupils are doing as well as they can.

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

### **Grade: 1**

Pupils' personal, spiritual, moral and social development is outstanding and attendance is above average. Pupils show very positive attitudes to their learning. They are confident learners because their individual achievements are recognised and celebrated. A number of pupils said 'our teachers are very kind and look after us well and other pupils are very friendly and supportive'. Pupils develop tolerance, independence, confidence and self-esteem through a rich curriculum and a wide range of after school clubs. Throughout the day, pupils' behaviour is excellent, resulting in a very orderly school where staff and pupils work harmoniously and treat each other with respect. Pupils are very welcoming to visitors.

Through the many curriculum activities, pupils develop an excellent understanding of their own and others' cultures.

Pupils have many opportunities to take on responsibilities and in doing so they make an excellent contribution to the community. There is an active school council where pupils' views have led to improvements in washroom and outdoor play facilities. Older pupils assist a bank cashier at the weekly 'school bank' and the younger pupils act as mentors to new pupils. Pupils know how to stay safe. In an assembly, for example, pupils were reminded how to be safe in the sun.

There is a clear understanding of what makes a balanced diet and the importance of taking regular exercise because the school promotes these aspects of their development exceedingly well. Pupils develop very good basic skills. For example, older pupils develop very good money management skills. This prepares them very well for their next stage of education and their future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. As a result, pupils enjoy their time at school and make good progress. Pupils' behaviour is managed skilfully by staff and pupils respond positively to the praise and encouragement they receive. Expectations are generally high and pupils are challenged and supported in their learning. Lessons are well planned, creative and lead to pupils being actively engaged and motivated. An excellent range of resources are used effectively to improve pupils' standards. Several examples of outstanding teaching and learning were observed. For example, in a Year 6 ICT lesson, the teacher gave an excellent demonstration of how to use key features of the software. Following this, pupils produced high quality presentations which also helped to improve their literacy skills.

Teachers do not always provide tasks that develop and enrich pupils' full range of writing skills. The school is aware that standards of writing could be improved.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding because it helps pupils to develop both personally and academically very effectively. There is a strong focus on basic skills. Pupils have frequent opportunities to develop their other talents in areas such as music and art through, for example, assemblies and whole-school productions. The curriculum is regularly reviewed to ensure that pupils are making good progress.

Recent developments in ICT have improved pupils' standards and motivation by ensuring activities are exciting and challenging. The breadth of the curriculum and the topics covered has a very positive impact on pupils' personal development. The links established with a school in China help pupils' understanding of other cultures.

Almost all pupils participate in, and enjoy, the extensive range of clubs and an excellent variety of day and residential visits. In addition pupils' experiences are further enriched by visitors to the school and the many community activities.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care, guidance and support. Pupils settle in quickly because of the highly effective induction programme. Staff know their pupils well and pupils are confident that they can turn to them for help and support if they have a problem. For example, through their 'Think Books', pupils can let staff know if they have a worry or concern confidentially. Procedures for risk assessment are very good. Child protection procedures are thorough and as a result vulnerable pupils are carefully monitored and very well cared for. There are good arrangements for dealing with the very rare incidents of bullying. Those with learning difficulties receive good support and this enables them to participate fully in all activities. Parents are confident that their children are happy, safe and well cared for in school and there is effective contact between parents and teachers. The school's comprehensive assessments ensure pupils' development is well monitored and supported.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school, including governance, are good. The headteacher leads the school well and she is effectively supported by the deputy headteacher. Together they inspire and motivate staff and pupils, providing good role models. All staff and governors work together to create a positive ethos. Leaders are very thoughtful and have an accurate awareness of the school's strengths and weaknesses. The school's priorities are the right ones and are clearly based on raising standards. Although the school's view of its performance is accurate it underestimates the quality of its work in improving pupils' personal development.

Whilst the procedures for checking the quality of teaching are good, the impact on pupils' learning and progress is not evaluated fully. For example, observations do not always identify pupils' variable progress in writing.

Good relationships with parents also contribute to the positive ethos of the school. Parents feel that they can actively contribute to their children's learning by volunteering help in school and supporting their children at home. For example, parental support, through the reading 'catch up' programme, contributed to the rising standards in reading.

Governors are very supportive of the school and are well informed. They are invited into lessons and report on their visits to the governing body.

They fulfil their statutory duties well. Although the school has a considerable budget surplus, most of this has already been allocated for improvements to the outdoor facilities.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

**Leadership and management**

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

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

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

As you know, we visited your school recently to find out how well the school is doing. We would like to thank you for looking after us so well. We enjoyed talking to so many of you during playtime and lunchtime about your school, the work you have done and how much you enjoy coming to school.

What we found that is really good about your school

You behave extremely well and you enjoy being at school.

You do well at school because of the good teaching.

Your school is a healthy and very safe place to be and you help each other when there are problems.

Teachers and other staff in the school look after you very well, and the way you are developing as responsible young people is excellent.

Your teachers and other adults are ensuring that you do lots of exciting activities.

The people who run your school know what it does well and what needs to be even better.

What we have asked your school to do now

Help some of you to do better in writing.

Help those in charge of the school to check more carefully how much you are learning in lessons.

Thank you once again for your help.