



# Park Hall Junior School

## Inspection Report

**Unique Reference Number** 104257  
**LEA** Walsall  
**Inspection number** 277118  
**Inspection dates** 1 March 2006 to 2 March 2006  
**Reporting inspector** Rajinder Harrison AI

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

|                                    |                    |                           |                       |
|------------------------------------|--------------------|---------------------------|-----------------------|
| <b>Type of school</b>              | Junior             | <b>School address</b>     | Park Hall Road        |
| <b>School category</b>             | Foundation         |                           | Walsall               |
| <b>Age range of pupils</b>         | 7 to 11            |                           | West Midlands WS5 3HF |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01922 720761          |
| <b>Number on roll</b>              | 408                | <b>Fax number</b>         | 01922 639087          |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mr Gerry Deakin       |
| <b>Date of previous inspection</b> | 13 September 1999  | <b>Headteacher</b>        | Mr Pete Griffin       |

| Age group | Inspection dates               | Inspection number |
|-----------|--------------------------------|-------------------|
| 7 to 11   | 1 March 2006 -<br>2 March 2006 | 277118            |

---

© 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**

Park Hall Junior School is larger than average and oversubscribed. Attainment on entry is well above average. The movement of pupils into and out of the school, other than normal entry and exit times, is low. Eligibility for free school meals is low. The proportion of pupils with learning difficulties and disabilities is broadly average. The ethnic origin of nearly half of the pupils is other than White British and they come from a range of multicultural backgrounds although the predominant group is Indian. Most of these pupils are from families where English is not the home language. Whilst there are no pupils who are at an early stage of learning English a number of pupils need additional support with their written work.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with some outstanding features. The pupils achieve well because the teaching is good and because they feel very secure and really happy at school. At the end of Year 6, pupils attain standards that are significantly above average. Parents speak very highly of the school. They value the hard work staff put into providing rich experiences that form a firm foundation for the next stage of their children's education. The school is a warm, welcoming, harmonious community where everyone's contributions are highly valued. The care and guidance of pupils is outstanding and this helps them achieve success in all that they do. They are very well behaved, very keen to learn and take a lively interest in all that the school provides them. They leave as confident and mature young people. Leadership and management are good. The school has good procedures to evaluate its work and take the necessary action to address weakness and secure improvement. There are regular quality checks of teaching and learning and appropriate action is taken as a result of this monitoring. The school consults pupils and parents and actively seeks external validation to inform future developments. The school has identified the need to improve boys' writing and a range of intervention strategies is beginning to have an impact on raising standards. There is also a recognition of the need to raise standards for more able pupils in science. The school's assessment of itself is very accurate. It is well placed to improve further because the leadership knows what needs to be done and is well capable of resolving issues. The school provides good value for money.

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

- Improve standards in science by providing the more able pupils with greater challenge
- Continue to improve boys' writing in all areas of the curriculum.

## **Achievement and standards**

### **Grade: 2**

Standards are significantly above average and pupils make good progress. The standards reached in 2005 by pupils at the end of Year 6 were significantly above national expectations in English and mathematics and above average in targets in 2005. This analysis also demonstrated that boys' writing and performance of pupils at the higher levels in science were key factors affecting the overall results in 2005. Increased emphasis on investigative skills has addressed some of the weaknesses highlighted in science in the last inspection. The school has an increasing number of pupils who speak English as an additional language and has identified that these pupils need careful guidance in writing accurately right through to Year 6. Pupils with learning disabilities and difficulties are supported particularly well and their progress is always at least good. Current performance of pupils in Year 6 shows that they are making good progress and are on track to meet their targets. science. While the national data indicated overall progress to be satisfactory, the school's very comprehensive analysis shows, convincingly, that progress was good. Most pupils were on track to make the

expected gains but a few failed to perform in the tests and thus the school did not meet its challenging

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

### **Grade: 1**

Pupils' very positive attitudes to learning, their quick responses to instructions and their perseverance with difficult tasks are some of the strong features that underpin pupils' outstanding personal development. Those who need extra help with work seek assistance confidently, showing complete trust in everyone that works with them. The school is rightly proud of the mature manner in which pupils from a variety of backgrounds and beliefs 'gel together in both work and play'. Their good attendance indicates that pupils love being at school and participate enthusiastically in everything they do. They have very good opportunities to contribute to the school and the wider community and thus develop a sense of their responsibilities within society. For example, they regularly raise funds for local and national charities. The school council's opinions are valued and treated with respect, as illustrated by the fact that they recently interviewed candidates for the headship of the school. A strong moral code is implicit within the school's high expectations and this is reflected in the pupils' very good behaviour. An excellent range of very popular out-of-school activities promotes their very good social development. The exuberance shown by over 70 pupils of all ages in the choir was captivating. Pupils' cultural development is enriched through, for example art and music and there is regular celebration of the rich diversity in the community, a feature much valued by pupils and parents. Assemblies successfully develop a strong sense of self-worth and encourage feelings of spirituality through the excellent music and moments of thoughtful reflection and prayer. Commitment towards promoting healthy living is excellent, through such activities as 'Healthy Eater Week', the 'Morning Agility' club and the "Go Cycle" programme. Pupils are very well equipped for their future because of the mostly high standards in language, mathematics and very good work habits, supported by their willingness to show initiative.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Consistently good and sometimes outstanding teaching is a key factor that supports pupils' good progress. Teachers' secure subject knowledge is used effectively to promote good learning. Teachers know their pupils well and question skilfully to check pupils' understanding of what they are learning. Clear presentations, together with good planning and warm relationships between staff and pupils, are the hallmarks of the best lessons. These lessons build effectively on previous learning, run at a lively pace and incorporate a range of activities to suit all needs to generate excitement and enthusiasm. For example, in an outstanding literacy lesson in Year 6, the teacher's sharp, punchy style urged pupils to really explore vocabulary and writing techniques by using 'wow' words and ellipses for dramatic effect. Pupils rose to the challenge

confidently and made really good progress. The use of information and communication technology (ICT) helps to make learning easier to follow, particularly for those with learning difficulties. These pupils also benefit from the very good individual help they receive from the learning assistants. Pupils' progress is tracked carefully and work is matched well to individual needs. The procedures for checking on how well pupils are doing are good and pupils are made aware of personal targets, especially in English and mathematics. Teachers' marking is helpful in showing pupils what they have done well and pointing out errors to help them improve their work. In science, the more able pupils are not always challenged to their full potential.

## **Curriculum and other activities**

### **Grade: 2**

The way teachers plan together in year groups to ensure they provide for pupils of different abilities and build on what they already know makes for a good curriculum. In order to improve writing skills, particularly among the boys, teachers plan extended writing activities in, for example, history and geography. Provision for ICT is good and focuses on developing pupils' confidence in using computers to support their learning. The programme for personal, social and health education is well planned to ensure pupils are made aware of keeping healthy and staying safe from the dangers of drugs and smoking. Teachers make very good use of visits and visitors to make learning come alive. There is an exceptionally wide range of clubs, including a well attended breakfast club with a host of activities that set the pupils up well for the rest of the day. Music is a strength. With over 35 players, the orchestra is excellent and the large choir during the inspection gave a fine, rip-roaring performance of Gershwin's, 'I've got rhythm, I've got music' that would have done credit to any stage performance.

## **Care, guidance and support**

### **Grade: 1**

Parents overwhelmingly praise the school for its outstanding level of support, and inspectors too recognize that to be the case. Examples of the school's excellent practice include the following up of all unaccounted absences within 30 minutes of the start of the school day, the 'Worry Monster' post box and the employment of a trained counsellor for pupils to talk to if they wish. There are robust systems for ensuring that pupils work and play in a safe environment. The promotion of a healthy lifestyle is strongly embedded and pupils fully understand the need for plenty of exercise and a healthy diet. Pupils say that staff treat them very fairly and deal with any difficulties promptly. Arrangements for children with learning difficulties and disabilities are very good. Staff know the pupils very well and, as a result, they respond quickly when pupils are troubled or need extra support with their work or personal skills. Teachers have a good understanding of the strengths and weaknesses in pupils' achievements, and work diligently to remedy the weaknesses to ensure good progress.

## **Leadership and management**

### **Grade: 2**

Good leadership and management and the arrangements for shared leadership responsibilities are having a significant impact in ensuring consistency of practice. The headteacher has established an effective team highly committed to school improvement and there is good support from governors. The school is a caring, learning community where everyone's contributions are valued and staff morale is high. Relationships are very good and classroom assistants are integral to supporting the initiatives taken to raise standards. Teaching resources are deployed efficiently and prudent budgeting has enabled a second ICT suite to be established in a bid to improve teaching and learning in all subjects. Everyone is very firmly focused on strategies to raise pupils' achievement. The school has a very accurate picture of its strengths and weaknesses. It recognises that more still needs to be done to raise standards in science and to ensure that issues related to boys' writing are addressed diligently. Governors, leadership teams and co-ordinators are all involved in monitoring and evaluating the school's work and identifying areas requiring improvement. For example, they all check that the school improvement plan is implemented and desired outcomes are realised. Information about pupils' progress is discussed regularly and additional support and resources are identified as necessary. The school works well with many other institutions to seek solutions to address issues in common and improve provision for pupils. Parents appreciate all that the school does to inform them about developments and to consult with them so that their views are taken into consideration. All these excellent partnerships demonstrate good capacity to improve.

**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?  | 1   | 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   | 2 | 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> | 2 | 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**

4 March 2006 Dear Children You may remember we came to visit your school to see how good it was and how well you were doing. Thank you for being so friendly and talking to us about all the interesting things you do in your school. It was a real pleasure meeting such lovely, hard working children. I am writing to tell you what we found out about your school • You are really lucky to be at such a good school where you have some great teachers and other adults to help you do so well • We know you are really well looked after and that you can go to any of the grown ups that work with you if you need to ask for help or tell them anything • You go on exciting trips to interesting places and we know those of you in Year 6 are really looking forward to your 'Venture Week' away. It is brilliant that you take part in so many clubs as well and your choir and orchestra are really fantastic • We like the way you show kindness and respect to others. It was lovely to see you helping around the school with various jobs to make sure things run smoothly • We are really pleased that you think about people in the world who do not have all the things you have and raise money to help others • Your behaviour is really good. Well done for being so sensible and polite To make the school even better, we have asked your teachers to: • make sure that you have really challenging work in science so you learn even more • make sure you use your 'wow' words and techniques to make your writing even better Thank you again for showing us your school and good luck in everything you do. Yours faithfully  
Rajinder Harrison Lead Inspector