



# Marston Green Junior School

## Inspection Report

---

**Unique Reference Number** 104060  
**Local Authority** Solihull  
**Inspection number** 286846  
**Inspection dates** 5–6 December 2006  
**Reporting inspector** John Eadie

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

---

<b>Type of school</b>	Junior	<b>School address</b>	Station Road
<b>School category</b>	Community		Marston Green
<b>Age range of pupils</b>	7–11		Birmingham B37 7BA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 7792227
<b>Number on roll (school)</b>	311	<b>Fax number</b>	0121 7795806
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	C James
		<b>Headteacher</b>	L Clark
<b>Date of previous school inspection</b>	25 June 2001		

---

<b>Age group</b> 7–11	<b>Inspection dates</b> 5–6 December 2006	<b>Inspection number</b> 286846
--------------------------	--	------------------------------------

---

---

© 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

This larger than average school is in a relatively economically advantaged suburban area. However, pupils have recently started to come from a much wider area and range of social backgrounds. Most pupils are White British, although there is an increasing proportion of pupils from a variety of minority ethnic communities. None of these is at an early stage of learning English. The proportion of pupils with learning difficulties and disabilities is below average though there is a higher than average proportion of pupils who attract extra funding because of their special needs. There have been a considerable number of staff changes in the last two years, mostly because of teachers moving on for promotion.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This school is popular with parents, which is hardly surprising as it is a good school with several outstanding features. The secret of its success is outstanding leadership and management. The school has come a very long way. The present headteacher has gathered a hard-working and effective team around her and, together, they share a common aim and a strong drive to take the school forward. One of the major strengths is the very thorough process of evaluating the success of the school and planning for future improvements. Parents and pupils have a strong voice in this process, which also involves all staff and governors. This ensures that all concerned know exactly where the school is going and how to raise standards and improve provision. For example, a range of strategies has been put in place to take account of the changing nature of the school's intake. The effectiveness of these can be seen in the considerable improvement in the national test results in 2006.

One of the key developments has been the setting up of very strong systems to negate the impact of the considerable staff changes. Staff induction and development have a very high priority, and this shows in a remarkable consistency in the style and quality of teaching. Teaching is good and is resulting in pupils' good learning and achievement through the school. Pupils reach well above average standards by the time they leave. There are a number of strengths in teaching, many of them based around the school's commitment to a programme to develop pupils' range of learning skills.

Pupils say they thoroughly enjoy school. They especially enjoy lessons when teachers role-play characters; as one pupil said, 'The teachers make the lessons fun and that helps us to understand.' This interest and enjoyment is enhanced by the good curriculum, which is constantly reviewed to ensure it meets the changing needs of the pupils. The school has already recognised that there is an area for development within teaching that will improve an already very positive picture. The more able pupils are not always challenged effectively when they listen to teachers explaining work to the rest of the class that they have already understood, instead of continuing with demanding work.

A common theme amongst comments made by parents is the very good levels of care shown by staff. This good care, guidance and support is resulting in pupils' good personal development. Pupils are particularly caring towards each other and are very polite and welcoming to visitors. The care taken of vulnerable pupils and those with a statement of their special educational need is particularly good. The following comment from a parent is typical of many: 'The care and support has been well beyond that which I had dared hope.' Academic support and guidance are good, with extremely thorough systems, instigated and overseen by the deputy headteacher, to track the progress of pupils. Any pupil who might be falling behind is therefore identified early and action taken to help them. Thorough systems to set targets for pupils have recently been started in English, but are not yet in place in mathematics. This means that pupils are not always aware of what they need to learn next.

## What the school should do to improve further

- Ensure that clear targets are set for individual pupils' future learning, particularly in mathematics, so that teachers and pupils know what pupils need to learn next.
- Ensure that able pupils spend more time doing work that challenges them and do not sit through explanations of work that they have already understood.

## Achievement and standards

### Grade: 2

Pupils achieve well and reach well above average standards by the time they leave. There was a gradual decline in standards from 2002 to 2005, which was due to differences in the cohorts entering the school. During this time the school worked on a range of strategies to cope with these changes, for example changing teaching methods. These have been successful, as the 2006 results show good improvement. The school's very efficient tracking systems show that these changes have had an impact throughout the school and pupils in all year groups are making good progress. Pupils with learning difficulties and disabilities make the same good progress as their classmates, as good plans are made for their learning and they receive effective support. There are occasions when some of the more able pupils do not make the best possible progress when they sit listening to explanations of work they have already understood.

## Personal development and well-being

### Grade: 2

Pupils' social, moral, spiritual and cultural development is good. They have a good understanding of right and wrong and show care and consideration for each other. The wide range of responsibilities they have around the school successfully enables pupils of all ages to make a good contribution to the school community, although their contribution to the wider community is more limited. Pupils influence what happens in school well through their discussions in the school and class councils. Apart from the religious education programme there are limited opportunities for pupils to gain a good understanding of life in a multicultural society.

The pupils' excellent enjoyment of school is reflected in their good attendance, although, despite the efforts of the school, some parents take their children on holiday in term-time. Pupils' behaviour is good both in lessons and around the school and they are polite and welcoming to visitors.

Pupils highlighted the work of the school in ensuring they know about a healthy lifestyle and said they now eat more healthy foods at home. They have a good awareness of how to stay safe. Pupils' good progress in developing their basic skills and their well developed team-working skills and independence prepares them well for their future.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers plan thoroughly and use a wide range of methods to keep pupils motivated and challenged. Lessons move along at a brisk, and sometimes very brisk, pace and pupils know what they are trying to learn and why. Teaching assistants are very focused in the support they offer pupils with learning difficulties and/or disabilities, who do as well as their classmates because of good provision.

There are very positive relationships within a caring and supportive atmosphere. Pupils therefore want to do well and they try hard. They work exceptionally well in pairs and help each other out when they get stuck. Behaviour is very good, which again helps pupils learn effectively.

### Curriculum and other activities

#### Grade: 2

The curriculum is very well planned. It is constantly checked and adapted to meet the changing needs of pupils. For example, much greater emphasis is now placed on promoting personal and social development. The good scheme for personal development is also effective in raising pupils' awareness of healthy living and safety issues. Qualities such as being resourceful and reflective are encouraged in many subjects. Computer skills and the basic skills of speaking and listening are very well used in other subjects and help pupils achieve well.

There is a growing focus on encouraging pupils to keep fit and there is a high uptake for the many school clubs. Success has been recognised in creative arts, general knowledge, sport and music, both locally and further afield. When pupils start at the school, there is a good programme to make sure they settle quickly. The school has made a good start at establishing closer links with the infant school, but these are not yet effective in ensuring that there is continuity in pupils' learning.

### Care, guidance and support

#### Grade: 2

Staff support pupils' personal needs very well, resulting in pupils being happy and confident. Pupils say they feel very safe and are willing to go to any of the adults in school if they have a problem. The staff devise effective programmes of support for pupils with particular learning or social needs, using specialist support well where necessary.

There are good systems in place for monitoring pupils' progress, with teachers assessing achievement every half term. This ensures that pupils who may not be making adequate progress are quickly identified and supported. However, systems to enable teachers and pupils to know what pupils need to learn next are new in English and not yet in

place in mathematics. Pupils are therefore not making the best possible progress as they are not always clear about their targets.

## **Leadership and management**

### **Grade: 1**

The extremely clear vision of the leadership team is evident in a shared responsibility and commitment of all staff to provide the best for each pupil. Staff clearly know they are accountable and they are therefore motivated and enthusiastic. Staff benefit from excellent opportunities to develop their individual expertise and good practice is shared. This ensures a consistency of approach, which is a particular benefit to pupils in the changing nature of the school's intake. The new challenges this brings have been very effectively addressed and considerable progress has been made. The pace of progress has not slackened; all staff are aware of and relish the fresh challenges ahead. Governors play their part in the development of the school well. They have good systems for checking on the progress of the school and supporting and challenging leaders.

Progress in recent years has been notable and all the issues from the last inspection have been addressed well. Bearing this in mind, and with the very obvious commitment of all involved in the school, there is an excellent 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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you so much for welcoming us to your school. We really enjoyed talking to you and seeing how hard you work and how well you are doing. You told us how proud you are of your school and you are right to be proud as it is a good school with some things that are excellent.

Here are the things that are best about your school:

- your school is excellently led by the headteacher and the senior team, and all the staff know very clearly how they can make your school even better
- you are making good progress through the school because you are taught well
- you are enjoying school enormously because there is an interesting curriculum, and particularly because your teachers make lessons fun, for example when they act as a character
- you behave very well and you care for each other very well. You are growing up into responsible young people
- all staff look after you very well. They make sure you are safe and are very ready to help with your problems.

These are the things that could be better:

- sometimes you do not know exactly what you need to do to improve your work
- some of you who find your work easy sometimes waste too much time listening to explanations when you already understand. We have asked your teachers to try to find a way of giving you more interesting work to do instead.

I am sure you will play your part in helping the school to get even better by continuing to work hard. Good luck for the future and best wishes.