

Haslucks Green School

Inspection report

Unique Reference Number	104046
Local Authority	Solihull
Inspection number	308492
Inspection date	29 November 2007
Reporting inspector	Hazel Callaghan

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

Type of school	Junior
School category	Community
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll	
School	238
Appropriate authority	The governing body
Chair	Bernard Murray
Headteacher	Carol Taylor
Date of previous school inspection	8 November 2004
School address	Haslucks Green Road Shirley Solihull B90 2EJ
Telephone number	01217 442088
Fax number	01217 440646

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: ? Achievement of pupils during the last academic year, considering separately the overall progress of those who had at been at Haslucks Green from Year 3 and those who joined the school in Year 6. ? The quality of teaching, given the slightly lower standards in the 2007 National Curriculum tests. ? Arrangements for pupils' academic support and guidance. ? The quality of the leadership and management at all levels given the recent changes in headship, and the roles of senior leaders. Evidence was gathered from the school's assessments of pupils' standards, and results of the 2007 tests were analysed. Discussions took place with senior leaders, staff and pupils. Parents' responses to the Ofsted questionnaire were analysed. The inspector considered the quality of school self-evaluation and the impact of recent initiatives. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Most of the pupils at Haslucks Green are from White British backgrounds and there are very few pupils who are in the early stages of learning English. Pupils start in the school with attainment that is usually above average. There is a small proportion of pupils identified as having learning difficulties and/or disabilities in the school but the number in each cohort varies. In 2007 for example, there were more pupils with learning difficulties and/or disabilities in Year 6 than is usual. Last year the school admitted 12 pupils from a local school that was due to close so that they could complete their studies in Year 6 without disruption. A new headteacher took up post in September this year. The school has recently appointed new coordinators for several key areas.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Haslucks Green is an effective school that provides a good education for its pupils. It has a strong reputation amongst the local community. One parent's comment is typical of many: 'Haslucks Green is a highly motivated school which promotes pupils' learning and achievement.' The new headteacher has successfully maintained the many strengths of the school and has introduced a freshness of approach with a strong drive for further improvement. This is already having a positive impact.

Teaching is good, which, alongside pupils' positive attitudes, results in their good achievement. Standards in 2005 and 2006 were well above average. They were a little lower in 2007 due to the significant number of pupils with learning difficulties and/or disabilities in Year 6 and the large group of new pupils absorbed into the classes. Achievement, however, was good for all pupils. Those new to the school made good progress over the year. They settled really quickly and were given strong personal support, which demonstrates the school's good pastoral care. Those who had been at Haslucks Green since they started in Year 3 also achieved well, especially in science where standards are particularly high. Standards in information and communication technology are also good. Good skills in this and other areas of learning, together with pupils' good levels of personal development, prepare them well for the next stages of learning and the world of work. Pupils feel safe in school and very good relationships at all levels ensure they want to attend regularly. Pupils make a good contribution to the life of the school and the school council is active in looking for ways to make improvements, such as to the school toilets. However, there are few opportunities, other than supporting worldwide charities, for pupils to contribute to the wider community.

Pupils enjoy their lessons. Behaviour is good in the playground and exemplary in lessons. Pupils concentrate very well and try their best because they say that teachers make their lessons interesting. The use of computerised whiteboards has added a successful element to most lessons. This stimulates pupils' motivation to learn and enhances their understanding. The pastoral care and support provided for pupils is good but academic guidance is not as strong. Teachers' marking is constructive and identifies aspects that could be improved. Other strategies to support pupils' understanding of how well they are doing and how they can improve, for example, by giving them individual targets, are not well established. The tracking of individual pupils' progress is sound but systems are not sufficiently refined to support the identification of trends in standards and achievement so that any weaknesses are recognised and quickly addressed. Mathematics, for example although not a concern in the past, was a weaker aspect of pupils' progress last year and this was not picked up as early as it should have been. These difficulties have been recognised by the headteacher and a more rigorous system of monitoring is being introduced.

A good range of additional activities that extends pupils' knowledge and skills enhances a well balanced curriculum. The 'arts' and physical education are both strong aspects of provision and effective links with other schools and outside agencies extend the range of activities available. The staff are working towards the Healthy Schools Award, and recognise the need to build pupils' understanding of how to develop healthy lifestyles.

The leadership provided by the headteacher is good. She has evaluated the school's strengths and areas of weakness accurately and the initial school improvement plan sets out the key areas for improvement. The roles of the senior managers have been strengthened and their new

responsibilities provide greater opportunities for them to take responsibility for the overall leadership and management of the school. Delegation of responsibilities is more even and the senior leadership team works well as a united team. Subject coordinators keep governors well informed about developments in their subjects. All staff are responding well to the introduction of new ideas and ways of working and there is a sense of energy running through the school. It is too soon to see the impact of many initiatives but the maintenance of good achievement during a time of significant change augurs well for the school's capacity to improve under the headteacher's clear sighted leadership. This is well supported by the governors who are also playing a more proactive part in evaluating the school and planning for the future.

What the school should do to improve further

- Ensure that all pupils have individual targets to give them a clear understanding of what they need to do to improve and encourage them to evaluate for themselves how well they are doing in relation to their targets.
- Ensure that pupils' attainment and progress are monitored accurately and information is used to identify any underachievement so that teachers, coordinators and senior leaders recognise how to improve provision further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
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

2 December 2007

Dear Children

Inspection of Haslucks Green Junior School, Shirley, B90 2EJ

Thank you for making me so welcome and answering my questions when I visited you. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a good school. Here is a summary of what I found.

- You make good progress and you reach standards in English and mathematics that are higher than in many schools. You do particularly well in science.
- Your behaviour is good. You are polite, friendly and helpful to everyone. You understand how to keep yourselves safe, and are prepared well for secondary schools.
- You clearly enjoy your lessons. You work hard and try to do your best.
- You are taught well and your teachers work hard to make sure that your lessons are interesting.
- The headteacher leads the school well and the staff work as an effective team.
- All the staff look after you very well so you are safe and happy.
- You have lots of interesting things to do including many extra activities and clubs.
- Even though Haslucks Green is a good school, there are some ways in which it can do better. I have particularly asked the headteacher and governors to do two things.
- Help you understand how well you are getting on and set targets for the next steps in learning so you know how to get better in your work.
- Check carefully how well you are all doing so that any pupils who may not be making enough progress are helped, and weaknesses in learning are improved.

Thank you again for making me feel so welcome.

Best wishes

Hazel Callahan Additional inspector



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