

# Hall Green Infant School

## Inspection report

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<b>Unique Reference Number</b>	103210
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	323778
<b>Inspection date</b>	13 January 2009
<b>Reporting inspector</b>	Joyce Cox

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	322
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Davies
<b>Headteacher</b>	Jayne Lates
<b>Date of previous school inspection</b>	1 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Petersfield Road Birmingham B28 0AR
<b>Telephone number</b>	0121 464 3082
<b>Fax number</b>	0121 464 3083

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<b>Age group</b>	3–7
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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the school's strategies to raise girls' achievement in reading
- how the school has developed target setting and pupils' self assessment
- the effectiveness of the revised Key Stage 1 curriculum.

Evidence was gathered from the school's self-evaluation; the school's assessment records; observation of the school at work; discussions with staff, parents and governors; and an analysis of parental questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, are not justified. These have been included where appropriate in this report.

## Description of the school

This large school serves an ethnically diverse population and an increasing number of pupils come from families where English is not their first language. In the Early Years Foundation Stage (EYFS), the school provides part-time education for three-year-olds in its Nursery. Most of these children transfer into the three Reception classes. A below average proportion of pupils are identified as having learning difficulties and/or disabilities.

The school has an after-school and breakfast club for children aged four to eleven managed by the governing body.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where staff put pupils first and foremost. High quality teaching and inspirational leadership and management enable pupils to make excellent progress and to be very well prepared for their future learning. One of the key reasons for the school's many successes is that the headteacher's inspiring leadership enthuses others to have the highest possible aspirations for themselves and for the pupils. The well-informed governing body works closely with the school to evaluate its provision rigorously and constantly seeks innovative ways to improve it still further.

The school has maintained and built upon the significant strengths of its last inspection, when it was judged to be outstanding in all respects. The consistently above average standards, the considerable success in raising boys' achievement, and the successful completion of an attractive outdoor play area for Nursery children are some of the most significant steps forward. The school is very accurate in its self-evaluation. There is no complacency and senior leaders strive constantly to raise standards and achievement. For example, they are skilfully implementing highly successful strategies to raise girls' achievement in reading to match that of the boys. Hence, the capacity for future improvement is outstanding. The school is highly regarded in the local community and it has a long waiting list for each year group. All parents are very happy with their children's education. One parent, summing up the views of many, wrote, 'This school is exceptionally well led. Teachers are excellent and dedicated to their work. The school celebrates the diversity of pupils' backgrounds which is an important factor in their personal development.'

Pupils love school and their behaviour is excellent. They make an excellent contribution to developments within the school. They love the fact that they are consulted on all aspects of school life, from the colour of their toilet doors to discussing the ways in which they learn best. Staff value and celebrate the diversity of the school community, and achieve considerable success in promoting understanding and tolerance between families from a wide range of backgrounds. Pupils' spiritual, moral, social and cultural development is outstanding. At the heart of the school's work is its 'values education' whereby pupils and parents and staff focus on a different universal value each month. During the inspection pupils were very knowledgeable and enthusiastic about this month's value: peace. They are clear that the values education makes them 'better people'. It also makes a considerable contribution to the high degree of racial harmony in the school.

A well-planned, stimulating and exciting curriculum indoors and outdoors supports pupils' learning well. Enthusiastic play coordinators offer exciting playground and indoor activities at lunchtimes. Excellent progress has been made in reviewing and implementing a new Key Stage 1 curriculum. The school has quite cramped accommodation and this limits some curriculum activities. For example, it is difficult for Reception children to move freely between their outdoor and indoor learning areas. However, senior staff and governors have very good plans to restructure the indoor and outdoor learning environments, which need to be implemented as soon as possible. Excellent care, guidance and support have a very strong impact on pupils' outstanding personal development. Parents and pupils appreciate and speak highly of the excellent quality of care provided by the friendly breakfast and after-school team. The coordinator plans interesting and exciting activities which successfully cater for the various ages of children who attend. Pupils benefit from being allocated to a playworker for each session and older pupils happily support and encourage younger ones. Outstanding links with

parents, a wide range of agencies and local schools provide high levels of support for pupils. All cultures and festivals are respected and celebrated. Pupils have an excellent knowledge of how to eat healthily and have thoroughly enjoyed growing cooking and eating vegetables from raised beds in their school garden. The school makes every effort to encourage regular attendance and has been successful in reducing the number of absences caused by families taking holidays in term time.

This is a school where every pupil is valued, totally included in all activities and made to feel special. Children are given an excellent and very happy start in the EYFS. From a below average entry point, especially in terms of their communication and literacy skills and in their knowledge and understanding of the world, children achieve exceptionally well. They attain at least average standards in all the areas of learning on entry to Year 1 and more able children attain above average standards. Pupils continue to make excellent progress in Years 1 and 2. As a result, they attain above average standards in reading and mathematics and exceptionally high standards in writing by the end of Year 2.

Pupils achieve outstandingly well because of the excellent quality of teaching and learning. Staff focus on language development in all activities and pitch learning and support precisely at pupils' capabilities. As a result, pupils thoroughly enjoy their work and become increasingly confident and fluent in English. Pupils and parents are very aware of what pupils have to do to improve their work even further. Year 2 pupils are becoming increasingly skilled at evaluating their own work and identifying for themselves how it could be even better. Senior leaders make excellent use of precise assessment information to track achievements and to identify quickly any pupils in need of additional support.

Much of the school's success is due to the dynamism, determination and dedication of the headteacher, governing body and senior leaders. Their rigorous and accurate evaluation leads to carefully considered and highly effective action. The school's commitment to achieving community cohesion is excellent. Its excellent community relations are one of its many strengths. Pupils, staff and parents celebrate the similarities and differences of the different cultures and faiths represented in the school and in modern Britain. Pupils enjoy learning simple words and phrases from the various school languages as they study a different language each half term. They also love communicating with a school in Vietnam and participating in local festivals. The school works superbly well to serve the local community and makes a significant difference to the lives of numerous children and families in the Hall Green area.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Excellent induction procedures, an outstanding partnership with parents and rigorous attention to children's welfare mean that children settle quickly and happily into school routines and feel very safe and happy. Children's views are respected and they are consulted from the minute they start school. For instance, Reception children recently carried out a vote to determine what their role-play area should be. The EYFS indoor learning environments are a feast for the eyes. There are exciting and inviting displays that stimulate children's interests and support their learning. No wonder children make rapid progress in all areas of their development. Outstanding leadership and management, excellent teaching and loving care enhance children's enjoyment and learning. One of the main contributory factors to excellent achievement is the fact that staff skilfully promote children's language development. EYFS staff seize every opportunity to encourage children to communicate in more than single words and gestures. Children at an early stage of speaking English receive excellent support and extra resources so

that they quickly become bilingual. The introduction of regular, focused sessions to help Nursery and Reception children learn their letters and sounds is considerably enhancing their progress in early reading and writing skills.

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

- Implement the planned restructuring of the indoor and outdoor learning environments to enhance the curriculum even 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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<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.



## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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?	1

## 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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

14 January 2009

Dear Children

Inspection of Hall Green Infant and Nursery School, Birmingham B28 0AR

It was a real treat for us to visit your school and I am writing to thank you for a very happy day. It was great to see your smiling faces and we really enjoyed watching you working so hard in lessons and playing so happily outside. A highlight for me was seeing how much the Nursery children loved meeting and talking and singing to the beautiful baby who came to visit them.

We agree with all your mums and dads and carers that you go to an excellent school.

These are the things we liked best.

- Your behaviour is excellent and you are keen and eager to learn new things.
- You are all doing well in lessons.
- You enjoy the delicious school meals and eating healthily and you are brilliant at helping the headteacher to run the school.
- Teachers and teaching assistants make learning exceptionally interesting and fun for you.
- Anyone who needs help with work or speaking English is always given it.
- The teachers and staff take excellent care of you while you are in school.
- Your headteacher is brilliant at leading and managing the school.

The headteacher, staff and governors have lots of good ideas to make the school even better. We agree with their ideas. We have suggested that it would be good if they carry out their plans to make your classrooms and outdoor areas even more exciting. We are sure you will have some good ideas about this.

We are really glad you enjoy your school and are doing so well with your work.

We wish you all the very best for the future.

Joyce Cox

Lead inspector