

World's End Junior School

Inspection report

Unique Reference Number	103279
Local Authority	Birmingham
Inspection number	355353
Inspection dates	19–20 January 2011
Reporting inspector	Ken Buxton HMI

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 of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Helen Miles
Headteacher	Fiona Northey
Date of previous school inspection	13 May 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 18 lessons and observed almost all the teachers, most on more than one occasion. They held meetings with the headteacher, representatives from the governing body, the school's educational consultant, the headteacher of World's End Infant School, staff, pupils and parents. The school's work was observed and various documents, including a range of self-evaluation documentation, the school's development plan, progress reports, minutes of governing body meetings and records of pupils' progress, were scrutinised. Inspectors analysed questionnaires from 74 parents and carers and took account of staff and pupil questionnaires.

The inspection reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How accurately does the school track pupils' attainment and monitor progress?
- Why do pupils with special educational needs and/or disabilities make faster progress than other pupils?
- How effectively are the school's leaders, including the governing body, driving school improvement?

Information about the school

Almost two-thirds of pupils at this average-sized junior school are from White British families. The school serves an area where the level of socio-economic disadvantage is considerably higher than average. About a quarter of pupils are known to be eligible for free school meals, which is higher than the national average. The percentage of pupils with learning difficulties and/or disabilities is lower than average although the proportion with statements of special educational need is above average. The school shares a resource base for visually impaired pupils with the neighbouring infant school. The school also operates a daily breakfast club and works in partnership with Newman University College, Birmingham to provide placements for trainee teachers. The school is currently being led by an acting headteacher while the governing body is seeking to recruit a permanent headteacher. The school's senior leadership team also consists of two acting deputy headteachers. The school has achieved the national Healthy Schools status and a Quality Mark for its work in English and mathematics.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a well organised school that provides a caring and supportive learning environment. The acting headteacher works closely with the Chair of the Governing Body and senior staff to provide strong leadership that has successfully created a calm and purposeful working atmosphere. This follows a period when the school faced a number of challenges where there was no clear educational direction and pupils' progress and attainment declined. Working together, they acted quickly and decisively to bring about the improvements needed. As a result, the school has demonstrated a satisfactory capacity to improve, whereby teaching is now satisfactory and pupils are making the progress expected. The school's leadership team have also developed a suitably focused plan to bring about further improvement. They acknowledge that further work is still needed to ensure that it provides the necessary direction that will drive improvement. As a result of the changes, there is now a strong sense of purpose and teamwork as the staff work together well to improve the quality of education and so bring about better outcomes for the pupils.

Parents are pleased with the changes that have been brought about and have confidence that their children are well cared for. The school has worked hard at improving the partnership with parents and regularly invites them in to different events being organised. Attendance is still however, a cause for concern as the school has not yet managed to bring about the improvements needed. Pupils talk with pride about their school and how they enjoy working and playing together. Pupils get on well together and are very supportive of one another. Their behaviour is good, both in lessons and around the school.

The school's leaders are fully aware that much more still needs to be done to enable all pupils to reach their full potential and for the school to achieve all that it is capable of. Pupils' attainment for English and mathematics has risen to be in line with the national average, but it is still not as high as it could be. While the quality and content of pupils' work are higher than was the case during the last two years, the overall quality of presentation and accuracy of pupils' spelling and use of punctuation is not yet high enough. Although teachers do mark pupils' work conscientiously, their efforts are not yet bringing about the intended improvements. Similarly, although the current curriculum provides a carefully structured learning programme, teachers are not yet taking enough risks with their planning, which limit opportunities for pupils to learn directly through practical experiences. As a result of all the changes that have occurred, time has been at a premium and the governing body has not yet managed to fulfil its duty to take the actions needed to promote community cohesion.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise pupils' attainment in English and mathematics to above the national average by:
 - engaging with parents to increase pupils' attendance
 - improving the quality of pupils' work by having consistently high expectations of presentation, handwriting, spelling, punctuation and knowledge of multiplication tables.
- Enhance the quality of teaching by:
 - improving the quality of guidance pupils receive to help them focus on how to strengthen their work
 - taking greater risks to give pupils more opportunities to learn first-hand by engaging in practical activities.
- Improve the effectiveness and impact of the school's leadership by:
 - making better use of the school's development plan as a tool to monitor and evaluate the effect of improvement strategies on pupils' outcomes
 - promoting community cohesion and monitoring how well the actions taken strengthen the relationships between pupils from different backgrounds.

Outcomes for individuals and groups of pupils

3

Pupils have positive attitudes to learning and clearly enjoy being at school. Pupils' attainment improved in 2010 and the most recent results show standards to be in line with the national average. Lesson observations and scrutiny of pupils' work confirm that this improvement is being consolidated for the current pupils. Pupils are making satisfactory and, on occasions, good progress in lessons. Those pupils with special educational needs and/or disabilities often make good progress. This is because of the high quality individual and small group support and guidance they receive. Visually impaired pupils do exceptionally well and attain to their full potential. Pupils from all backgrounds achieve equally well.

Pupils make a good contribution to school life and the wider community and willingly take on responsibilities. Pupils from all year groups are represented on the school council. This is an effective body that has brought about improvements to the school environment, such as, the purchase of picnic tables that are used at break time and for outdoor lunchtime games and activities. Pupils wanting to represent their class on the council have to canvass and present themselves as a worthy candidate in readiness for the election. Similarly, pupils are encouraged to raise funds for charities and other organisations by setting out a strong case ready for consideration by the school.

Pupils have developed good social skills and relationships are good. They benefit from good opportunities to learn about different cultures. As a result, they have a good knowledge of the different religious festivals celebrated by pupils at the school. The school's efforts to promote healthy living are being successful. Pupils enjoy learning to swim and taking part in a wide variety of games during physical education lessons. Higher numbers of pupils than average take advantage of the excellent school meals that are

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cooked on site and served and eaten in the very well organised school restaurant. Increasing numbers of parents are taking advantage of the regular invitation to join pupils for lunch.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is satisfactory. Some good lessons were observed; in these lessons teachers presented interesting activities that engaged pupils of all abilities well. Teachers also made good use of time, so that lessons moved along at a rapid pace and pupils of different abilities were challenged appropriately. For example, in the Year 6 mathematics lessons observed, pupils searched enthusiastically through a catalogue of musical instruments to put together an order within a set budget. This motivated them to use their mathematical skills accurately in an everyday context. However, this imaginative use of resources is not used consistently to engage pupils. On some occasions, teachers talk for too long and pupils are passive listeners. Teachers generally mark pupils' work regularly, but the marking is not always effective enough at helping pupils to improve the quality of their work.

A new skills-based curriculum has been carefully planned and introduced, but has not yet had time to have an impact on pupils' outcomes. French is being taught successfully to all year groups, which pupils enjoy. For instance, Year 3 pupils enthusiastically sang action songs that challenged both their language skills and their co-ordination. Stimulating art

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work and colourful displays of pupils' work around the school contribute to a bright learning environment. Pupils are able to participate in several before and after-school activity clubs, including street dance, chess and basketball, because of partnership arrangements set up by the school.

The school provides good standards of care, which are acknowledged by parents and carers. Recent initiatives such as the 'worry box' and 'sorry box' are appreciated by pupils, who know that adults will help them to resolve their problems. Pupils with visual impairments are integrated well into the school community, and are provided with pertinent, well-qualified support and guidance. Well thought out systems ensure pupils transfer smoothly from the infant school into Year 3. Consequently, pupils adapt quickly and happily to changes in their new routines. Transfer to secondary schools is also well supported by the school. Although the school strives to improve pupils' attendance, not all parents support the school's efforts; as a result, some pupils miss vital lessons because of holidays during term time. The many systems in place for pupils to support each other, such as playground buddies and house captains, work well. Similarly, the well-attended breakfast club makes a further strong contribution to the overall good care, guidance and support provided by the school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher has been instrumental in establishing a strong sense of purpose and educational direction. She has been well supported by colleagues at the school and the governing body. Together, they have worked tirelessly to bring about the change required to stabilise the school's situation. In a relatively short amount of time they have achieved a great deal. They have been encouraged and challenged well by external advisers who have added additional expertise and experience that has enhanced the school's leadership capabilities. As a result of the action taken, the quality of teaching has been strengthened and the downward trend for pupils' progress and attainment has been reversed. The school's safeguarding arrangements are also secure and work effectively. Appropriate care has been taken to monitor and track the performance of all groups of pupils accurately and ensure that the school provides equal opportunities for all. The school's leaders investigate and respond positively to any complaints received. Working together, the leaders have set about introducing strategies that have laid the bedrock for the school's future improvement. They are well aware of the school's strengths and areas still to improve. They have accurately evaluated the school's performance, having rapidly developed the skills needed to lead the school. The current development plan builds upon their evaluations, but leaders recognise that further work is needed to provide greater

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detail about precise timescales and measures of success. They also acknowledge that while actions taken to create a harmonious school community are being successful, additional work is required to formalise the school's plans to promote community cohesion more widely.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The rate of response by parents and carers to the inspection questionnaire was similar to that found nationally. Of those families who did respond, a very large majority were positive about all aspects of the school. The only exception was that fewer parents than average felt the school took account of their suggestions. From its own survey of families, the school has already identified this as an area to improve and has recently taken action to encourage and improve communications. A few individual parents made different points about pupils' behaviour and bullying. These were investigated during the inspection. Judgements about these aspects have been included elsewhere in the published report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at World's End Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	43	38	51	4	5	0	0
The school keeps my child safe	44	59	30	41	0	0	0	0
My school informs me about my child's progress	33	45	36	49	5	7	0	0
My child is making enough progress at this school	34	46	31	42	8	11	0	0
The teaching is good at this school	34	46	38	51	1	1	0	0
The school helps me to support my child's learning	36	49	32	43	4	5	2	3
The school helps my child to have a healthy lifestyle	34	46	34	46	5	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	35	39	53	3	4	3	4
The school meets my child's particular needs	31	42	36	49	6	8	0	0
The school deals effectively with unacceptable behaviour	25	34	36	49	6	8	2	3
The school takes account of my suggestions and concerns	25	34	33	45	6	8	2	3
The school is led and managed effectively	31	42	35	47	4	5	1	1
Overall, I am happy with my child's experience at this school	38	51	30	41	6	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2011

Dear Pupils

Inspection of World's End Junior School, Birmingham, B32 2SA

You may remember that I inspected your school, with other inspectors, to see how well your school is helping you to learn. We really enjoyed seeing you learn new things and the amount of pleasure you get from school. I am writing to thank you all for being so friendly and helpful. I thought you would like to know what we found out.

You go to a satisfactory school that does a number of things well.

Most of you enjoy school and feel safe.

Almost all of you say you learn a lot in lessons.

The acting headteacher and staff take good care of you.

Your behaviour is good and any incidents of bullying are resolved quickly and sensitively.

You have a good understanding of why it's important to eat healthily and to take regular exercise.

The school has highly positive relationships with families and regularly asks for their views.

Your lessons are interesting and you make the progress expected. Your teachers know that you can make even more progress and attain higher standards. Therefore, we have asked them to help you to do so by improving the quality and presentation of your work. We have asked that they give you more focused guidance, when they mark your work. We have also asked them to increase the opportunities you have to learn through practical activities to make lessons more memorable. You can also play your part, as some of you do not attend school regularly enough, which means you have gaps in your learning. We have also asked the school's leaders and the governing body to be even more effective in planning the school's future development and to make sure they do everything they are required to do.

Remember, you can help to play a part by making sure you attend school regularly, working hard to improve the quality and presentation of your work and always doing your best.

I wish you the very best for your future at World's End Junior School.

Yours sincerely

Ken Buxton

Her Majesty's Inspector

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