

World's End Junior School

World's End Lane, Quinton, Birmingham, B32 2SA

Inspection dates 16–17 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Attainment has risen since the last inspection and the progress pupils make as they move through the school is good.
- Pupils who are disabled and those who have special educational needs, including those who are visually impaired, are fully included in the life of the school and make good progress due to the care and support they receive.
- Teaching is usually good and there are some examples of outstanding teaching. Teachers mark pupils' books thoroughly, check their levels of understanding and give them advice on how to improve their work further. This helps pupils to make good progress.
- Pupils' behaviour is good. They are keen to learn and very good at working together in lessons. They enjoy school and feel safe. This is shown in their improving attendance.
- The school is well led and managed. The headteacher, together with the governing body, provides a clear direction. Actions taken since the last inspection have led to better achievement, improvements in the quality of teaching and rising attendance figures.
- The governing body knows the school well. It is strongly supportive and committed to the school's improvement.

It is not yet an outstanding school because

- Attainment in writing is not yet as strong as reading and mathematics as pupils do not know or use the targets that teachers have given them to get to the next level.
- Not enough pupils reach the higher levels in reading, writing or mathematics.
- There are inconsistencies in teaching quality and not enough is outstanding.
- Teachers limit pupils' learning by stopping them altogether rather than letting some individuals or groups continue and complete their work.
- Writing skills are practised and developed in other subjects but mathematical skills are not as well promoted.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 17 lessons, three of which were joint observations with the headteacher. Teaching of small groups and individuals working outside classrooms was also observed.
- Discussions were held with pupils, teachers, the headteacher, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the nine responses to the online questionnaire (Parent View). They also considered previous survey information collected by the school, spoke informally to parents and carers as they brought their children to school and responded, by telephone, to a parent who made contact with Ofsted.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents including the school's own self evaluation, the school improvement plan, data on pupils' current progress, leaders' reports of lesson observations, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Peter Lawley

Additional Inspector

Full report

Information about this school

- World's End Junior School is similar in size to most other primary schools.
- Approximately two thirds of pupils are White British with the other third coming from a range of minority ethnic backgrounds.
- Most pupils speak English as their first language.
- An above-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for looked after children and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus or with a statement of special educational needs is below average.
- All pupils are educated on-site with none attending alternative provision off the school site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has specially resourced provision for pupils with special educational needs. This caters for those who have visual impairment.
- There is a daily breakfast club run by the school and this was visited by inspectors.
- Since the last inspection a new headteacher has been appointed. Building developments have also taken place and four new classrooms have been added to prepare for additional numbers joining the school in 2015.

What does the school need to do to improve further?

- Raise attainment in writing to above average by:
 - ensuring pupils refer to their target cards and use them consistently in all writing activities
 - improving how spelling is taught.
- Increase the proportion of outstanding teaching by ensuring that:
 - teachers provide challenging activities so that pupils reach the higher levels in reading, writing and mathematics, especially the more able.
 - teachers adjust the pace in lessons to match the different ability groups, so that some pupils' can continue and finish their work, rather than everyone always stopping at the same time
 - mathematics is promoted in other subjects to extend and consolidate pupils' skills.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their starting points. Attainment in English and mathematics is rising and school data show that all current year groups are working at above average levels in reading and mathematics, and average in writing. However, not enough pupils reach the higher levels in reading, writing or mathematics.
- Since her appointment, the headteacher has introduced comprehensive baseline assessments in Year 3 in order to measure the progress pupils make as they move through the school and to provide additional help to those who are falling behind. This support has helped ensure progress is consistently good. School leaders are working closely with the Infant school leaders to improve transition and agree levels of entry for all pupils.
- Pupils achieve well in reading and pupils are encouraged to read widely and often. By Year 6, pupils talk enthusiastically about the books they have read and their favourite authors. They read lengthy and complex texts and enjoy both fiction and non-fiction books. New books have recently been purchased to attract reluctant readers, particularly boys.
- Progress is also rapid in mathematics. Pupils develop good basic skills and are confident in tackling problems. They apply their learning to real life situations, for example, using their ratio knowledge to know how many parts of orange squash they need to water.
- Pupils' writing is not as strong as their reading or mathematics. While pupils have individual targets for improvement, they do not know them from memory or refer to them to improve the quality of their work. Spelling strategies are also not secure and this reduces the accuracy and overall impression of their work.
- Disabled pupils and those who have special educational needs make good progress because of the targeted support they are given in lessons and the additional support they receive outside lessons. Those with specific needs, for example pupils with visual impairment, make good and on occasion outstanding progress due to the highly skilled support of their adult helpers and their full inclusion in all lessons. Excellent resources, such as Braille typewriters and vision aids, help them to record their work and achieve well.
- Pupils eligible for the pupil premium make good progress along with their fellow pupils. The attainment of pupils known to be eligible for free school meals, at the end of Year 6 for this group, have risen from below that of their peers in 2011 to be in line with them at the end of 2012 as a result of improved progress. This funding is used effectively to provide additional adult support in lessons. Extra teaching time is also made available for small groups of pupils who need further help, and for more able pupils who need additional challenge.

The quality of teaching is good

- Teaching has improved since the last inspection and pupils are now making good progress as a result. Good quality planning underpins this and makes sure all pupils are given work that gets the best out of them. Teachers have good subject knowledge and set high expectations for pupils' work and behaviour.
- In the best lessons seen by inspectors, teaching was lively and pupils showed very high levels of enjoyment. For example in a Year 3 mathematics lesson pupils were so involved that they were

reluctant to put their pens down when the teacher asked them to stop. They also cheered when the teacher said they would be doing more fraction work the next day. Books were also marked immediately, with the pupils, so they knew instantly how they were doing.

- Good relationships and the way teachers organise their classrooms help pupils to learn well. Searching questions are asked by all adults to get pupils thinking and see how much they have understood. Regular opportunities are also provided for pupils to talk to partners to explain their work and give their views.
- Pupils know what levels they are working at and have targets attached at the back of their books which tell them how to reach the next level. However, pupils do not refer to these in lessons and consequently do not put the skills needed into practice. Additionally, teachers interrupt the flow of learning by stopping all groups to bring them back together. This reduces the amount of work some pupils complete.
- Additional adults are used extremely well to help pupils during lessons and take small groups outside lesson time for extra reading, writing or mathematics practice. This helps those who are at risk of falling behind to keep up and achieve as well as other pupils.
- Practical equipment and use of new technology also support pupils' learning, for example, pupils in Year 5 were using a mathematical program on the recently purchased netbooks to practise and reinforce their knowledge of fractions. Pupils enjoyed the activity and were able to develop their technology and mathematical skills simultaneously.
- Disabled pupils and those with special educational needs are given carefully planned work that helps them to achieve well. Those with visual impairments are fully included in all lessons. The highly skilled adults that support them provide invaluable help and as a result, pupils make consistently good progress and on occasion, outstanding progress.
- Teachers mark the pupils' books very thoroughly. They provide clear advice on how pupils can improve their work and set them little tasks to check their understanding and knowledge. Pupils also assess their own learning in lessons and this helps the teacher know who needs more help.

The behaviour and safety of pupils is good

- Pupils have good attitudes and are keen and eager to learn. They are polite, considerate and concerned about each other. They work well together in lessons and are very proud of their new classrooms.
- Most parents and carers who completed Parent View and those spoken to, say that behaviour is good and that the school keeps their child safe. Pupils also agree. Teachers manage behaviour well and deal with minor incidents calmly and effectively. This keeps the atmosphere around school happy and harmonious.
- Behaviour in lessons and at other times is consistently good, and even when pupils have to stay indoors because of the weather, they are sensible and co-operative. Year 6 pupils help reinforce good behaviour as they look after the younger pupils during indoor playtime. Pupils know and follow the behaviour policy. They particularly like the 'rainbow points' that are awarded for good behaviour and work.
- Pupils have a good understanding about different forms of bullying and they say that bullying is rare in their school. Pupils know who to go to if they have a problem and are confident that

when they report incidents, they are dealt with quickly. This helps them feel safe in school. Pupils also have a good understanding of how they can keep themselves safe, for example, when using the internet.

- Pupils of all backgrounds get on well together. Pupils learn about each other's religious beliefs and this helps them to understand cultural similarities and differences. This ensures there is no discrimination in the school and good relationships are fostered. All pupils, including those with visual impairments, are fully included and the school ensures there is equality of opportunity in all classes.
- Attendance has been low historically but has improved and is now average. This is a great achievement. The school has worked hard with parents to tell them how important it is to get their children to school every day.

The leadership and management is good

- The headteacher has a clear view of what needs to be done to improve the school's work. She is ably supported by an experienced governing body and other leaders. Working together, there have been notable improvements since the last inspection in the quality of teaching, pupils' achievement and levels of attendance.
- Self-evaluation is accurate and action plans identify priorities to continue the improvements being made. Safeguarding is well-managed with all child protection procedures in place and all training up to date.
- Leaders regularly check the quality of teaching. Targets are set for teachers linked to pupils' progress and whole school priorities. Teacher salaries are linked to their performance and only those who can demonstrate that their pupils make good progress are rewarded.
- Training and in-house support has led to improvements in the quality of teaching. Professional development is strongly promoted and teachers have been very receptive in embracing new messages and adopting new policies and practices in order to improve pupils' progress rates. Leaders have also completed additional training to help them lead subjects more effectively, such as mathematics.
- The curriculum has been redesigned and is based on interesting topics. This has led to greater enjoyment for pupils in lessons. A wide range of activities, clubs, visits and visitors contribute greatly to pupils' spiritual, moral, social and cultural development. For example, French is taught across the school and pupils in Years 5 and 6 go on a residential visit to France to put their language skills into practice. The many sports clubs offered, together with visits to art galleries and museums, also strongly promote pupils' cultural development.
- The local authority provided much needed support previously when the school was experiencing difficulties due to the absence of the previous headteacher through illness. Support is now accessed on a request basis, as the local authority rightly has confidence in the headteacher and her leadership team.
- Additional care and support is provided before school in the breakfast club and this gives the pupils who attend a good start to their day and adds to their social development.
- **The governance of the school:**
 - Governors know the school well and support and challenge leaders. They attend training to

keep their skills and knowledge up to date and to ensure that they fulfil their statutory duties, for example, relating to safeguarding. They audit their roles and responsibilities and generate action plans to contribute to school improvement. Governors visit the school and receive regular reports from senior staff, for example, relating to attendance or the progress of pupils. Financial management is effective and governors know how the pupil premium is used and the impact it has on to pupils' learning. They also have a good knowledge about the strengths and weaknesses in teaching quality. Appointed governors set targets for the headteacher and check that pay increases for teachers and leaders are linked to pupils making good progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103279
Local authority	Birmingham
Inspection number	404863

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	Allison Owens
Date of previous school inspection	19 January 2011
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