

Minworth Junior and Infant School

Water Orton Lane, Minworth, Sutton Coldfield, B76 9BU

Inspection dates 4–5 June 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.

- Standards and progress have risen in the last two years and pupils now achieve well.
- Nearly all pupils are making the progress expected of them in reading, writing and mathematics, and a good number are doing even better.
- Pupils are good at learning on their own and with each other because their teachers make sure they have the skills to study independently.
- Pupils enjoy school and are proud of their achievements and the achievements of others.
- Careful tracking of pupils' progress allows the school to help those at risk of falling behind.
- Pupils behave well in school. They enjoy learning and they look up to their teachers. They are polite and friendly and feel safe.
- The headteacher and her senior team know the strengths and weaknesses of the school well and have a clear direction for further improvement.
- School leaders have made improving teaching a high priority and as a result teaching is better and pupils are learning better.
- The school curriculum provides good opportunities, including outside the classroom, for children to achieve well in a range of subjects.

It is not yet an outstanding school because

- Teaching does not consistently provide the right degree of challenge for pupils across the ability range.
- Pupils do not have enough opportunities to use information technology to help them learn and teachers do not make good use of the interactive whiteboards in their classrooms.
- Monitoring and evaluation and the responsibility for improvements in the school rely too heavily on the headteacher and deputy headteacher.
- A small number of parents have concerns that are hindering an effective partnership between home and school.

Information about this inspection

- The inspectors visited 15 lessons or parts of lessons including four lessons observed jointly with the headteacher or deputy headteacher. They looked at work in pupils' books, listened to pupils read, visited an assembly and observed playtime and lunchtime activities and the breakfast club.
- Meetings were held with the headteacher, members of the governing body, an educational consultant who works with the school, key staff and pupils.
- Documents looked at included the school's self-evaluation summary, information on pupils' progress and documents relating to safeguarding, school management and the curriculum.
- Parents' views were taken into account through the 16 responses to the Ofsted online survey (Parent View), meeting parents at the school gates and the school's most recent survey of parents' views. The inspection team considered 25 staff questionnaires.

Inspection team

Mary Le Breuilly, Lead inspector

Additional Inspector

Robin Sidaway

Additional Inspector

Full report

Information about this school

- Minworth Junior and Infant School is smaller than the average-sized primary school.
- The proportion of pupils from ethnic minority backgrounds is above average and the proportion of those who speak English as an additional language is similar to that seen nationally.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children in local authority care and those from service families) is about twice the national average. There are a small number of children in local authority care but no children from service families in the school.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The numbers of pupils joining and leaving the school outside normal times is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching so that more pupils make outstanding progress by:
 - making sure that activities are pitched at a level that provides a suitable challenge to all pupils
 - using the examples of outstanding teaching within school and in other schools to spread the best practice to all classrooms
 - developing the relevant use of information technology to support children's learning in and beyond school, including making better use of interactive whiteboards.
- Make sure that leaders at all levels in school are fully involved in monitoring, planning and delivering improvements in their areas of responsibility.
- Improve the partnership with parents in the life of the school so that the school and parents work together better for the benefit of the pupils.

Inspection judgements

The achievement of pupils is good

- Standards in reading, writing and mathematics at the end of Year 6 improved from low levels in 2011, further improved in 2012 and continue to improve. Last year they were in line with national averages and they have risen again this year across the school in both English and mathematics.
- Many children join the school with skills and understanding below the levels expected for their age. The progress they make in the Reception class has required improvement until recently but has improved this academic year, and as a result many children in the current class have caught up to expected levels.
- Children in the Reception class work with enthusiasm and make good progress in recognising and blending letters and sounds to make words (phonics). The phonics reading check in Year 1 showed that this good progress continues when they enter Key Stage 1.
- The school has worked hard to improve progress in reading and has been successful in raising standards. Pupils are encouraged to read widely and often and many are developing a love of reading.
- Progress in writing is good and boys make particularly good progress in writing in Years 5 and 6. Similarly, progress in mathematics is good overall and accelerates in Years 5 and 6.
- Pupils who are known to be eligible for free school meals make similar good progress to their peers. By the time they leave school at the end of Year 6 they are about one-and-a-half terms behind in reading, a term behind in writing and two terms behind in mathematics. This is a narrower gap than the average primary school. Looked-after children make good progress in reading and mathematics.
- Disabled pupils and those who have special educational needs make good progress in both English and mathematics when medical or attendance problems do not hinder them. This is because the school provides effective support and intervention to help them succeed.
- Pupils from minority ethnic backgrounds and those who speak English as an additional language reach similar standards to their White British classmates. The school makes sure that equality of opportunity is promoted and acts to prevent any discrimination.

The quality of teaching is good

- Teachers plan and teach lessons that are effective and work in pupils' books shows that they are making good progress.
- Teachers in Reception provide good opportunities for children to develop their reading and writing and their mathematical skills. Children are provided with well-planned activities which build their skills in other areas.
- Pupils clearly enjoy learning. They look up to their teachers and are keen to please them. They work well in groups and on their own, for example using resources independently and helping each other when they get stuck and they can study on their own or with other children without needing to constantly ask the teacher for help.

- Teachers make good use of questions that help pupils think about what they are learning and hence deepen their understanding.
- Marking in books is detailed and tells pupils how to improve. Pupils say they find it very helpful. In the best examples of marking, teachers often write a question or set an additional task to help individuals understand something better or to stretch them a bit further and the pupils respond well to this.
- The school's records show that teaching is improving. The headteacher has made the improvement of teaching and learning a high priority for the school, and teachers and teaching assistants have risen to the challenges she has given them. As a result pupils' progress is improving quickly.
- In some lessons seen there is not enough distinction made between what is expected of those working at the highest levels of attainment and those working at the lowest. When this happens, either some pupils struggle or the work is too easy for others.
- Even in the best lessons seen teachers did not make enough use of interactive whiteboards to help pupils understand difficult concepts, especially in mathematics. For example, teachers missed opportunities to use pictorial models to help pupils understand multiplication or to stimulate pupils' imagination in English through the use of multimedia. Pupils do not have enough opportunity to use a range of information technology to help them learn better and the school equipment is old and unreliable.

The behaviour and safety of pupils are good

- Pupils show positive attitudes to learning and engage well with their lessons. They behave well in class and lessons are rarely disrupted because of poor behaviour.
- Around the school pupils are polite and respectful to each other and to adults. During break times and lunchtime they play and socialise well together. The Minworth Jigsaw (a jigsaw diagram with a set of attitudes and behaviours expected of children) is often referred to by staff.
- School records show that behaviour is improving and there are fewer incidents of poor behaviour than previously. There have been no exclusions in the past two years.
- Individual pupils who find it difficult to behave as expected are provided with support and, as a result, their behaviour improves over time.
- Pupils are taught how to keep themselves safe and they understand the nature of risks in a range of aspects of everyday life.
- Attendance has improved strongly from the previous year when it was affected by a large influx of pupils who did not stay long in the school. It is now at average levels. There is an improvement in attendance as children progress through the school, indicating that the strategies the school has in place are effective. The strong stand taken by the school about attendance has caused some friction with parents but is having a positive impact.
- Most pupils report that bullying is infrequent and quickly dealt with. However, one or two pupils suggested that bullying occasionally recurs and a small number of parents expressed concerns about bullying. These parents would welcome more communication when incidents occur.

The leadership and management are good

- The headteacher leads with drive and ambition and provides a clear sense of direction for the staff. The school knows where strengths and weaknesses lie and has rightly made the move to outstanding teaching the central focus for school improvement.
- Leaders are vigilant in checking pupils' progress. They hold regular meetings with teachers to check how individual pupils are progressing, what teachers are doing to make sure pupils make sufficient progress, and what further support pupils might need to prevent them falling behind.
- Much of the drive for improvement is led by the headteacher and deputy headteacher. Whilst other school leaders are playing an increasing part in supporting developments they do not yet play a sufficient role in monitoring their areas of responsibility and in leading their colleagues in new initiatives and holding them to account.
- The range of subjects and topics taught is very helpful to pupils' learning. Pupils develop their reading, writing and mathematical skills across subjects and the school provides opportunities for them to make good progress in most subjects. However, they do not make enough use of information technology to support their learning and develop skills across the curriculum.
- Lessons are supplemented with additional activities such as a trip to the back-to-back houses in Birmingham. These activities provide rich opportunities for children to learn about the world around them. The school keeps chickens which has allowed Reception children to watch chicks hatching and older pupils to understand animal welfare and to learn about life cycles from direct observations.
- The school provides pupils with a range of opportunities to develop spiritual, moral, social and cultural understanding, for example opportunities to reflect on the world around them and to visit places of cultural interest. The recently developed curriculum incorporates opportunities to learn about other cultures and assemblies and many lessons provide a chance for pupils to reflect on moral issues.
- Teachers are very positive about the help they have been given to improve their teaching and the impact it has had. They show a clear pride in their work and a real commitment to their pupils.
- The school is not directly supported by the local authority but employs educational consultants to help it improve. This has helped leaders gain a better understanding of the strengths and weaknesses of the school.
- The school's record of improvement to achievement, teaching, pupils' behaviour and attendance in the past three years indicates that the school has a strong capacity for further improvement.
- The funding from the pupil premium has been used to provide additional support through, for example, the provision of mentoring for some pupils and the purchase of extra resources for mathematics. This is helping most of the eligible pupils to make good progress.
- **The governance of the school:**
The governing body is well established and very committed to supporting and improving the school. Governors are aware of the strengths and weaknesses through a range of reports they receive from the headteacher and her deputy headteacher and from the data provided for them

and they challenge school leaders on aspects of these reports. They have a clear view of the quality of teaching and pupils' achievement and of the impact of performance management. They understand the links between pay and performance, in particular pupil progress, and act appropriately when pay is reviewed. They know what is done to reward good teaching and to tackle any underperformance. Governors keep a close eye on the budget, though they do not have a clear enough knowledge of the impact of spending such as the pupil premium.

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	103345
Local authority	Birmingham
Inspection number	400611

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	172
Appropriate authority	The governing body
Chair	Michelle Holland
Headteacher	Josie Leese
Date of previous school inspection	17 September 2009
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