

Minworth Junior and Infant School

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

Inspection dates

29–30 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching, learning and assessment is not yet consistently good across the school. There is variation in how assessment is used to best effect.
- Teachers' planning and use of assessment is not routinely ensuring that pupils understand the skills that they are learning.
- Outcomes, though much improved upon 2016 assessment outcomes, show variation across different subjects and groups. There are some gaps between the achievement of boys and girls in some year groups.
- Provision for pupils who have special educational needs and/or disabilities is not rigorous enough. Assessment information for this group of pupils is not consistently accurate.
- Leaders have not evaluated the impact of their work with sufficient precision. Some of their key improvement work has been in place for a limited amount of time.
- The curriculum does not have sufficient breadth or balance. The teaching of subjects such as science, history and geography is variable and does not have adequate oversight.

The school has the following strengths

- Leaders and governors have responded quickly to the significant dip in results in 2016. Standards are rising but are not yet good.
- Leaders are energetic, enthusiastic and committed. They have the capacity to bring about further improvement.
- Governors are tenacious and have reconstituted to offer a robust level of challenge and support. They are receptive to feedback and share a wide range of valuable skills.
- Relationships and pastoral support are strong at this school. The school has a positive and forward-thinking attitude. Staff and pupils are proud of their 'Minworth Jigsaw' values.
- Attendance has improved rapidly. Pupils value their education and very few are persistently absent from school.
- Children get off to a strong start in the Reception Year. Assessment in the early years is strong. The early years leader is very skilled and experienced.

Full report

What does the school need to do to improve further?

- Improve teaching, learning and assessment and thereby outcomes by ensuring that:
 - teachers' planning clearly sets out the skills, knowledge and understanding that pupils will learn in all aspects of the curriculum
 - teachers routinely monitor the progress that pupils make within lessons
 - assessment information is used even better to further address any gaps between different groups or underachievement in specific subjects.
- Develop leadership and management at all levels by making sure:
 - leaders' evaluation of provision are clear about the specific impact on pupils' personal development and achievement
 - the curriculum is broad and balanced, and pupils' progress is rigorously tracked and monitored, and any underachievement acted upon
 - provision for pupils who have special educational needs and/or disabilities is reviewed and judgements made about pupils' progress are accurate.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and governors' self-evaluation of the school's effectiveness is not yet sufficiently accurate or precise. The aims stated in school documents and action plans are too broad in places and lack the detail required to ensure that improvement can be adequately monitored.
- The headteacher took up his post in September 2015 and has built a capable team of senior leaders. They have been quick to recognise areas that require development and are committed to improving further. However, some key aspects of the provision have not improved rapidly enough at this stage. Some of the leaders' actions have only been established in the last year. The full impact of their work is not known. Moreover, there is specifically more to do in terms of improving teaching and provision for pupils who have special educational needs and/or disabilities.
- The leadership of some aspects of the curriculum is at a very early stage. There is insufficient oversight of how subjects such as science, history and geography will be developed. As a result, leaders do not have a firm grasp on the progress that pupils are making in these areas.
- There is significant variation in the quality of teaching of the curriculum and the coverage of wider subjects. While the coverage of science is quite secure, leaders have not tracked the progress of pupils or established any actions in relation to prior outcomes. In other subjects like history and geography, the content of the national curriculum has not been cross-checked or monitored with sufficient rigour. Consequently, teachers' planning does not pay enough attention to the specific skills that pupils must learn. The curriculum is therefore not adequately broad and balanced.
- Provision for pupils who have special educational needs and/or disabilities is not robust. Much has been done to develop special plans for pupils and establish additional support. Leaders can identify aspects of improvement but acknowledge that assessment information is not reliable. School assessment information shows that too many pupils in this group are not yet making the progress required to ensure that they address gaps in their learning quickly enough. Leaders' action plans for developing provision do not take sufficient account of pupils' outcomes. While additional funding is being used to establish extra support for pupils, the evaluation of the impact of expenditure is minimal.
- Leaders do demonstrate a wide range of skills and capabilities. They are honest and forthright and were quick to respond to a dip in performance in 2016. Leaders have established very positive working relationships with staff and are developing teaching by sharing their own practice.
- Minworth has a positive and forward-thinking feel. The headteacher and other leaders know every pupil and have established strong systems to support pupils' personal development. This is an inclusive school.
- Performance management systems are robust and pay awards are directly linked to performance. Staff who inspectors spoke to during the inspection say that they value the way they are trained and developed. Staff who completed the Ofsted survey speak

highly of leaders. One member of staff commented, 'It is a privilege to be part of the team and the whole school.'

- Leaders have evaluated pupil premium expenditure and can evidence the positive impact on pupils' progress. There are no significant gaps between the performance of disadvantaged pupils and other pupils. Historical weaknesses, such as outcomes for disadvantaged pupils in the Year 1 phonics screening check, are either improving or have been addressed. Leaders acknowledge that their plans will be developed further in the next academic year. They will be taking greater account of research and resources that have been produced at a national level to support spending in this area.
- The physical education and sport premium funding has been used to establish training for staff and additional opportunities for pupils. During the inspection, pupils from different year groups were attending a 'Try Something New' day at a local partner school. Events like this are successfully fostering enthusiasm and interest in sport. Leaders' evaluations take account of the broad impact of this funding but lack some detail about the sustainability of their work.
- The 'Minworth Jigsaw' sets out attributes for the school community to aspire to. These include: awareness of myself and others, community spirit, attitudes and application and high aspirations. Staff and pupils are proud of the ethos for learning they have created.
- Pupils' personal, social, moral and cultural development is a priority. Pupils talk with great enthusiasm about the charities that they support. They know how the school helps them to make the right choices. School councillors very much enjoy the responsibility of picking nominees for awards and recognition in their weekly celebration assembly. While fundamental British values are clearly threaded through the school's work, some pupils are not yet able to confidently explain the meaning of democracy or individual liberty.
- Minworth is particularly proud of its ecological work. The 'Eco Council' members take their responsibilities seriously and understand their roles well. Pupils very much enjoy the opportunities they are given to take on responsibilities. This develops pupils' confidence, independence and team spirit.
- The vast majority of parents are happy with school life. All parents who responded to Ofsted's Parent View said that they would recommend the school. Parents also took time to submit feedback online during the inspection. A comment from a parent typical of those submitted included, 'The staff really do work hard to provide a lovely environment for the kids and help them to be the best they can be.'
- The school receives support from two commissioned services. Challenge and support from advisers has been effective in helping leaders respond to any weaknesses. Action points devised during reviews are clear and set out the priorities for further improvement.

Governance of the school

- Governors have reconstituted and are highly skilled. Governors:
 - are led by a highly receptive and committed chair
 - are a tenacious group of committed people who have been brought together to

drive forward improvements

- share a wide range of valuable skills and interests
- offer a healthy balance of support and challenge to leaders
- carefully monitor any gaps between the achievement of key groups and acknowledge that this must be an ongoing priority of their work.

Safeguarding

- The arrangements for safeguarding are effective.
- The pastoral team at Minworth are well led. Pupils receive tailored support programmes to help address any needs they may have.
- Staff are clear about what they should do if they have a concern about a child. Records and files are organised and detailed. Leaders are able to evidence how they effectively follow up any concerns.
- The school works with the local police, who also have representation on the governing body, to ensure that they are aware of any local risks. The school communicates well with a wide range of agencies and families to make sure pupils are supported to personally develop and stay safe. This includes provision for children looked after. Children looked after's needs are regularly reviewed. Teachers meet with the designated teacher to devise specific targets to help pupils develop both academically and pastorally.
- All relevant training is up to date and leaders have taken account of recent guidance in relation to specific national issues such as the 'Prevent' duty and female genital mutilation.
- The school has developed the curriculum to take account of safeguarding and provides opportunities for pupils to learn about key areas of safety. Programmes include the use of the National Society for the Protection of Cruelty to Children's 'PANTS' campaign, and other strategies to help pupils to stay safe and understand what to do if they ever feel worried.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is not yet consistently good across the school. Teachers do not routinely monitor pupils' progress through lessons. As a result, pupils are moved onto new learning before teachers have fully appraised their understanding.
- The objectives that teachers establish at the start of lessons are sometimes too broad. Moreover, teachers do not routinely check that pupils understand the objectives and are clear about the exact skills that they are learning.
- Teachers' planning does not take sufficient account of the programmes of study within the national curriculum. The subject content of several areas of study is not explicit enough. Teachers have rightly placed an emphasis on the acquisition of English skills. However, in some instances, this has been to the detriment of the statutory

requirements of the wider curriculum.

- Assessment systems have been developed to take account of pupils' progress and attainment over time. Leaders can evidence how they track the performance of different groups and respond to any underachievement. However, the accuracy of assessment information for pupils who have special educational needs and/or disabilities is not yet secure. There is sometimes insufficient clarity about how this information is used by leaders and teachers to inform the exact support required to accelerate progress for this group of pupils.
- While relationships between staff and pupils are very strong, some pupils require further support to ensure that they are fully engaged in their learning. Inspectors did not observe any disruptive behaviour, but they did see instances of pupils not fully paying attention to some aspects of learning.
- In the lessons inspectors observed, staff demonstrated strong subject knowledge and excellent relationships with pupils. Classes are purposeful and learning environments include a wide range of resources for pupils to make use of.
- The teaching of writing is a growing strength of the school. Teachers pay close attention to the school's feedback policy and support pupils to identify what they are doing well, and what they must do next to improve their writing.
- The teaching of reading, particularly for the youngest pupils is also strong. Leaders and teachers demonstrate a very secure understanding of how they are developing the teaching of phonics, and outcomes are consistently high.
- Teachers regularly set homework for pupils, and leaders have responded to feedback from parents.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are very confident and enjoy their time at Minworth. They speak with pride about the opportunities they have to take on additional responsibilities. These include being school and 'Eco' councillors.
- Pupils are very clear about how they are kept safe at school. They are able to recite the number for Childline and know that 'you can call them to help if you have a problem'. Pupils are also aware of their rights and responsibilities. Older pupils are able to explain the importance of the United Nations Convention on the Rights of the Child.
- Pupils say that it is OK to be different at Minworth. They cooperate very well with one another and enjoy strong friendships. Pupils raised no concerns about bullying during the inspection. Pupils are very clear about how to manage and report any concerns they may have about cyber bullying. Younger pupils explained to inspectors that if they see something on a screen that they do not like they tell an adult immediately.
- The school's pastoral team pay very close attention to the needs of the children. They are on hand to support families and respond to any emerging concerns. Several families came forward during the inspection to express their gratitude for the quality of

support that they receive.

Behaviour

- The behaviour of pupils is good. Pupils' conduct was strong throughout the inspection. Pupils understand the importance of mutual respect and told inspectors that 'We should be kind to each other.'
- The school environment is generally well ordered and tidy. Inspectors saw no disruptive behaviour, and relationships between staff and pupils are a key strength of school life.
- Leaders keep records of any instances of poor behaviour. They analyse incidents to check for any trends and the pastoral team provides effective support, as required, to help any pupils get back on track.
- Attendance has improved considerably since September 2016. In the last academic year, overall attendance and some persistent absence was significantly low. As a result of effective work, attendance is now in line with the national average and persistent absenteeism has almost been eradicated. The school are rightly proud of this achievement.

Outcomes for pupils

Requires improvement

- In 2016, outcomes dipped considerably in key stages 1 and 2. In particular, rates of progress at key stage 2 were very low compared with other schools in reading and mathematics. Achievement was also highly variable between boys and girls.
- Leaders and governors have responded swiftly to this underachievement and have secured improvements. This is particularly the case in writing. Pupils' books evidence better rates of progress from their different starting points across the school.
- Progress is also improving in mathematics. However, inspectors found that some pupils were not routinely challenged in mathematics or able to recall some basic number facts at pace.
- Achievement is rising across the school but there is some variation. Leaders have not yet fully addressed the gaps between boys and girls. Girls' performance remains stronger and there is further work to do in diminishing the difference between these groups of pupils.
- Pupils who have special educational needs and/or disabilities are not yet making secure progress. The school's own assessment information for this group of pupils is not accurate. Leaders and teachers are not making the best use of information to have a unified and clear view about how specific pupils' needs will be fully met. Leaders have introduced a range of systems and procedures to improve this aspect of provision but it requires further review and refinement.
- There are no significant differences between the achievement of disadvantaged pupils and other pupils. Leaders have established additional support to meet the needs of disadvantaged pupils and help accelerate their progress. Improvement work is having a positive impact. Disadvantaged pupils' progress across the wider curriculum is not

developing as well. Some subjects within the curriculum are not taught with sufficient focus or rigour at this stage in the school's journey of development.

- Outcomes in phonics remain consistently high at Minworth. As a result of strong teaching, a high proportion of pupils meet the expected standard in the Year 1 phonics screening check. In 2016, a low proportion of disadvantaged pupils attained at the expected level. Leaders have been quick to address this and pupils' are now demonstrating more secure skills.
- The most able pupils, including the disadvantaged most able, are being challenged in lessons and are supported to make progress. A higher proportion of pupils are now working at a greater depth in both key stages compared with outcomes reported in 2016.

Early years provision

Good

- Children arrive from a wide range of providers in the local area and get off to a strong start in the Reception Year. The early years leader has considerable expertise and knowledge in this field. She has drive and enthusiasm and a clear vision for how children can best learn and make progress at Minworth.
- Leaders and staff have an accurate view of the strengths of this aspect of school. However, leaders' action plans do not routinely take full account of the precise improvements they intend to secure in teaching over time. Though leaders' evaluations could be more precise, outcomes are consistently strong in early years and in line with or above national levels. Additional funding is used effectively to meet any early needs and ensure that children can access the early years curriculum.
- Staff know children exceptionally well and plan activities that are aligned to their interests. During the inspection, children were busy exploring the chicks that were hatching in the incubator in the corner of their classroom. Children were holding the chicks and talking with excitement about their observations. Children had also recently returned from a trip to Tamworth where they had visited a pizza retailer and Tamworth Castle. These visits were interwoven into stimulating and engaging activities. Outside, children were building their own pizzas under the canopy and inside they were exploring and comparing different castles.
- Inspectors observed several more able children successfully applying their counting and mathematical skills in a game of 'Splat'. Children were answering tricky subtraction questions by moulding different balls of plasticine and squashing those that they needed to take away to find the answer.
- Assessment information is used effectively to plan activities and keep a check on the progress of individuals and groups. Staff invest time carefully observing pupils and building profiles of their abilities in different areas. Children's learning journeys celebrate a wide range of experiences. Detailed observation notes and records chart children's progress over the year.
- Parents who inspectors spoke to speak very highly of the support and standard of learning in the early years. Children learn in a safe and nurturing environment with skilled practitioners. Welfare requirements are met.
- Children's behaviour is strong. However, inspectors did observe some instances where

staff could have intervened quicker to ensure that children remained sustained and focused on their learning. This was particularly the case during learning outside.

- As a result of effective practice and accurate assessment, children are ready for their transition into Year 1.

School details

Unique reference number	103345
Local authority	Birmingham
Inspection number	10032756

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Brent Aston
Headteacher	Matt Sadler
Telephone number	0121 351 1345
Website	www.minworth.bham.sch.uk/
Email address	enquiry@minworth.bham.sch.uk
Date of previous inspection	4–5 June 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The headteacher was appointed in September 2015. Two assistant headteachers have been appointed since the last inspection.
- Minworth Junior and Infant School is smaller than the average-sized primary school.
- The proportion of pupils eligible for free school meals is above average.
- Approximately one quarter of pupils are from minority ethnic groups. Very few pupils speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities, or a statement of special educational needs or an education, health and care plan is in line with the national average.

- A higher number of pupils join or leave the school throughout the academic year than found nationally.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

Information about this inspection

- The lead inspector met with senior leaders on the first day of the inspection to review the school's self-evaluation document. Discussions were used to agree key lines of enquiry. The inspection converted to a section 5 inspection so that inspectors could gather further evidence about the school's overall effectiveness.
- The lead inspector reviewed the school's single central record with the business manager and headteacher. The lead inspector also met with the pastoral lead to review other safeguarding information including child protection files, risk assessments, records of training and case studies.
- Inspectors observed lessons in every year group. These were all conducted jointly with leaders. Inspectors also undertook a book scrutiny with leaders.
- Inspectors spoke to pupils throughout the inspection and met with a group of pupils from key stages 1 and 2 in a separate meeting.
- Inspectors heard pupils from Year 1 reading.
- A meeting was held with the school's improvement adviser. The inspector spoke to Birmingham's commissioned school improvement service adviser via the telephone.
- Inspectors took account of the following responses to surveys: none from pupils, eight from staff and 25 responses to Parent View. The inspection team also reviewed the 15 responses to Ofsted's free text service. The lead inspector met with parents at the school gate on both days of the inspection.

Inspection team

Jonathan Keay, lead inspector	Her Majesty's Inspector
Sarah Ashley	Ofsted Inspector
Chris Ogden	Ofsted Inspector

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