

Woodthorpe Junior and Infant School

Inspection report

Unique reference number	103334
Local authority	Birmingham
Inspection number	376879
Inspection dates	1–2 February 2012
Lead inspector	Clive Lewis

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	208
Appropriate authority	The governing body
Chair	Lesley Ryan
Headteacher	Helen Brigham
Date of previous school inspection	13 December 2006
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Introduction

Inspection team

Clive Lewis

Additional inspector

Mary Le Breuilly

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed ten lessons taught by nine teachers. Most support staff were also seen working with pupils. Meetings were held with pupils, members of the governing body and members of staff. Questionnaires from 43 parents and carers were analysed. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, looked at documentation including teachers' planning documents, and examined tracking and assessment data.

Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is much higher than average. The proportion of pupils for who speak English as an additional language is above average. The proportion of disabled pupils and those with special educational needs is below that typically found. The school meets the current government floor standard, which sets the minimum expectations for attainment and progress. Breakfast and after school clubs are provided onsite, which are managed privately and are subject separate inspections. The school has gained Healthy Schools status and the Football Association Charter Standard for Schools award.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	2
Leadership and management	1

Key findings

- Woodthorpe Junior and Infant school provides an outstanding education for its pupils. Its excellent curriculum ensures that pupils achieve very well from starting points that are typically broadly in line with expected levels. Attainment by the end of Year 6 has been significantly above the national average for a number of years.
- The headteacher's thoughtful and inspirational leadership and management continue to underpin the success of the school. She is supported exceptionally well by a very strong and experienced team of teachers and practitioners, each of whom makes a valuable contribution to the development and success of the school and to promoting pupils' outstanding progress.
- The school plays a central part within the community and is greatly valued by most parents and carers, the very large majority of whom are happy with their children's experience at the school. One parent wrote, 'The communication with parents about children's learning is excellent, especially the parent workshops and weekly homework workbooks.'
- Much of the teaching across the school is outstanding and never less than consistently good. Children in the Early Years Foundation Stage make good progress in developing their skills and knowledge across a wide range of areas. Their overall achievement is good. The very high quality and consistency of the teaching of reading and the sounds letters make is demonstrated in the very high standards achieved at both key stages.
- There is accurate and rigorous evaluation of all aspects of the school's provision and performance. Assessment and tracking systems are precise and thorough.
- Pupils have well-developed personal skills and a good understanding of how to keep safe. Pupils' behaviour is good. Pupils respond very enthusiastically when asked if they enjoy coming to school but this is not yet reflected in their attendance levels.

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What does the school need to do to improve further?

- Improve overall rates of attendance by:
 - ensuring all parents clearly understand the importance of regular attendance in securing good and consistent progress for their children
 - devising further strategies to motivate pupils to improve the overall rates of attendance from average to above average.

Main report

Achievement of pupils

All pupils, including those who speak English as an additional language, make rapid and sustained progress over time from their starting points. All adults pay close attention to pupils' individual needs and quickly identify those who may show a delay in learning. They provide good support through the excellent links they have with external health agencies. This ensures that disabled pupils and those who have special educational needs make similar progress to their classmates. Children typically start in the Early Years Foundation Stage with skills and capabilities broadly in line with those expected for their ages. They make good progress in the Early Years Foundation Stage and this continues as they move through Key Stages 1 and 2. Daily lessons in the sounds letters make and regular guided reading activities ensure reading is taught exceptionally well and consistently across the school. As a result, attainment in reading by the end of Key Stage 1 and by the time pupils leave the school is significantly above average. Attainment by the end of Year 6 in reading, writing and mathematics is significantly above national averages, as it has been consistently in recent years.

Observations during lessons demonstrate that pupils apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills across the curriculum, including, for example in their Forest School lessons. This ensures they are exceptionally well prepared for their next stage of education. The very large majority of parents feel that their children are making good progress. The inspection found that pupils across the school are making at least good and frequently outstanding progress.

Quality of teaching

Much of the teaching observed during the inspection was outstanding and this is reflected in the work in pupils' books. Teachers ensure classroom routines are made clear and are regularly reinforced. Relationships between teachers and pupils are extremely good and pupils demonstrate positive behaviour and excellent attitudes to work in lessons. Consequently, pupils learn exceptionally well across the curriculum. Learning is structured carefully and all pupils contribute to lessons. The teaching of reading, writing and mathematics is highly effective. Teachers generate high levels of

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enthusiasm for, participation in and commitment to learning. This contributes very well to pupils' spiritual, moral, social and cultural development, for example, through regular circle time activities with tips on being a good friend, decisions about class rules, reports from the ECO team, training for peer mediation and voting for the pupil of the week. They systematically and effectively check pupils' understanding through skilled questioning, anticipating when they need to intervene to support or challenge. In one outstanding Year 6 numeracy lesson, for example, the teacher demonstrated excellent subject knowledge, skilled lesson management and very high expectations of work and behaviour. A brisk pace was set and maintained throughout the lesson. Pupils responded very well to the teacher's questions, confidently offering answers and solutions and using appropriate mathematical vocabulary such as 'inverse operations', 'Venn diagram' and 'integers'. Pupils knew precisely what they were expected to do and as a result were well-motivated and made excellent progress in their understanding of prime number sequences and algebraic expressions.

Teachers have a very good understanding of the progress that pupils are making due to the regular analysis of assessment and tracking data and pupil progress meetings which take place every half term. Appropriate and regular homework contributes very well to pupils' learning. Marking is of a consistently high quality, leading to high levels of engagement from the pupils. Teaching in the Early Years Foundation Stage is good, children make good progress in the Reception class, and this is built on successfully and consistently through KS1 and KS2. All staff monitor and record children's progress effectively on a day-to-day basis and observations and achievements are recorded in individual pupil profiles. Teachers plan well, paying good attention to pupils' spiritual, moral, social and cultural development. The very large majority of parents and carers feel that their children are taught well and this was confirmed by the inspection which found teaching to be consistently good and frequently outstanding.

Behaviour and safety of pupils

Observations during lessons and around the school confirm that pupils' behaviour is good. Pupils show high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. Pupils confirm that behaviour is good and there is no bullying and school documents confirm that this good behaviour has been maintained over time. Pupils show respect for the feelings and beliefs of others. They have mature attitudes to learning and develop considerate relationships with peers and adults. They understand the need for healthy lifestyles and exercise. All groups of pupils say they feel safe at school at all times. They understand what constitutes unsafe situations and are aware of how to keep themselves and others safe. Pupils have a good range of opportunities to contribute to school and local communities through the work of the school council and regular collections for a number of charities. They take on responsibility and play a constructive role in the school and, through the school council, have had some influence on decisions about school life. Pupils say they enjoy coming to school, although this is not currently reflected in above average levels of attendance, due to the persistent absence of a very small minority of pupils. Children in the Early Years Foundation Stage clearly enjoy school

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and have settled into routines well, playing happily both together and individually, indoors and out.

Leadership and management

Leadership is exemplary. The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to maintain the high levels of achievement for all pupils, including disabled pupils and those with special educational needs, over a sustained period of time. The headteacher is supported by a very strong team of highly committed staff. Key leaders focus relentlessly on improving teaching and learning, resulting in teaching that is consistently good and frequently outstanding. Teamwork is strong and sophisticated and rigorous monitoring and evaluation procedures successfully drive improvement. Staff regularly take advantage of professional opportunities to enhance their work.

Equal opportunities are at the heart of the school's ethos and all staff show a very strong commitment to equality and diversity, celebrating the individual qualities of each pupil and their family very well. The governing body has a clear understanding of the school's strengths and weaknesses. Governors are very supportive of the school and are effective in holding it to account. The curriculum provides a rich and creative mix of activities which meets pupils' needs and promotes their spiritual, moral, social and cultural development very well. For example, pupils have sent and received emails to pupils in a school in Kundan, India and, during the inspection, were enthralled by a visiting Chinese troupe celebrating the Chinese New Year. A good range of visits and visitors provide pupils with memorable experiences and a thirst for learning. Strong links with parents and carers ensure the personal needs of their children are addressed well. Resources are very well deployed and the school provides excellent value for money. Safeguarding procedures meet requirements, policies are comprehensive and procedures ensure pupils are protected and supported very effectively. There are very strong links with a wide range of external agencies which contribute well to pupils' progress. The ethnic and cultural diversity of pupils and families is fully celebrated. The school runs very smoothly on a day-to-day basis and its track record in maintaining high standards since its last inspection demonstrates its exceptional capacity to improve further.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



3 February 2012

Dear Pupils

Inspection of Woodthorpe Junior and Infant School, Birmingham B14 6ET

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit. We enjoyed watching lessons and talking to as many of you as we could. You attend an outstanding, very happy and friendly school. It is led exceptionally well by the headteacher and the staff. They care for you extremely well and give you excellent support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this well. You told us that you really like your school and there are lots of things to do and enjoy. Excellent teaching is an outstanding feature of your school and this, combined with exciting curriculum activities and your hard work, results in you making excellent progress and achieving very high standards. We feel that you make an excellent contribution to the life of your school through all the responsibilities you take on and through your school council. Your behaviour is good and you work hard and try to succeed in all that you do. Well done!

You told us that you really enjoy school and are proud to attend. However, taking everybody together, your attendance is only average. So, to help you to make even better progress, we have asked you and the school to improve overall attendance by:

- ensuring all parents and carers fully understand the importance of good attendance and punctuality
- encouraging all of you to attend more regularly by, for example, providing weekly incentives for the best class or year group

I wish you well in your future education.

Yours sincerely

Clive Lewis
Lead inspector

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