

Severne Junior Infant and Nursery School

Inspection report

Unique reference number	103252
Local authority	Birmingham
Inspection number	376861
Inspection dates	19–20 March 2012
Lead inspector	Mary Davis

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	429
Appropriate authority	The governing body
Chair	Raj Singh
Headteacher	Peter James Hopkins
Date of previous school inspection	2 December 2008
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Age group	3–11
Inspection date(s)	19–20 March 2012
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Introduction

Inspection team

Mary Davis Additional inspector

Richard Boswell Additional inspector

Richard Barnard Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 23 lessons and all teachers and spent 14 hours in classrooms. They held meetings with groups of pupils, members of the governing body, staff and groups of parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at: policies; development planning; data related to the tracking of pupils' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; pupils' work and 48 questionnaires from parents and carers, together with those from pupils and staff.

Information about the school

Severne Junior Infant and Nursery is an above average sized school of its type. The proportion of pupils from minority ethnic backgrounds is above average with the largest group being of Pakistani heritage. The proportion of pupils who speak English as an additional language is also high. The proportion of disabled pupils and those with special educational needs is average. More than three times the national average proportion of pupils are known to be eligible for free school meals. The school has part-time nursery provision; almost half of the Reception class did not attend the school's Nursery. There is a privately run before and after-school child-care provision, which is inspected separately.

The school meets the current floor standards, which set the minimum expectation for pupils' attainment and progress.

The school holds the Basic Skills Quality Mark and the Leading Parent Partnership award and has National Healthy Schools status.

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

Key findings

- Severne Junior, Infant and Nursery is a good school. Nursery provision is outstanding. The school has made considerable improvements since its previous inspection as a result of strong leadership and very effective teamwork. The school provides a welcoming, caring and stimulating environment. It is not yet outstanding because teaching is not consistently good or outstanding and pupils' rates of attendance, although rising steadily, are average.
- Achievement is good. Attainment is above average in mathematics and is rising strongly in English. Learning and progress are accelerating. Pupils are excited about their learning and are keen to do their best.
- Teaching is good with an increasing proportion of outstanding practice. Teachers provide tasks that are fun and well matched to pupils' individual needs. Very occasionally opportunities are missed to sufficiently challenge the pupils of highest ability through probing questioning, because a small minority of teachers have insufficiently high expectations of what they are able to achieve. Pupils know what to do to improve their work, but sometimes opportunities are missed to link marking of pupils' work to their targets.
- Behaviour is good and in some lessons is exemplary. Pupils say they feel safe and well looked after by adults and in turn they care for each other. They have a good understanding of how to keep themselves safe, including when using the internet.
- The inspirational headteacher has established a strong leadership team and a collegiate approach where all adults are held to account for promoting achievement and ensuring pupils' wellbeing. As a result, the school is a harmonious and caring community. Rigorous assessment and progress tracking systems ensure that underachievement is quickly identified and addressed. Although regular attendance is well promoted, patterns of attendance by different groups are not sufficiently analysed to enable effective targeting.

What does the school need to do to improve further?

- Ensure that all teaching is consistently good or outstanding by:

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- raising teachers' expectations of what the highest attaining pupils are able to achieve and ensuring that questioning is sufficiently challenging to expand their understanding
 - linking the marking of pupils' work more closely to their targets.
- Raise attendance levels by:
- continuing to impress on parents the importance of regular and prompt attendance
 - analysing the attendance patterns of different groups of pupils to enable them to be effectively targeted for further support.

Main report

Achievement of pupils

Almost all parents and carers who responded to the questionnaire expressed the view that their children make good progress and enjoy their learning. Inspectors agree.

Children enter the Nursery with levels of skill and understanding that are below those expected at their age. They make rapid progress during this year and establish good learning and listening skills. Overall progress by the end of the Early Years Foundation Stage is good and this continues during Key Stage 1. By the end of year 6 in 2011, pupils' attainment in mathematics was above average but below average in English, particularly in writing, where only a small proportion of pupils achieved the highest levels. The school has rigorously addressed this and during the inspection pupils were observed writing fluently for a variety of purposes and displayed a good understanding of how to achieve the highest levels, using adventurous vocabulary and punctuation. Pupils are enthusiastic learners and often become engrossed in the range of exciting tasks that are set for them. For example, in an outstanding English lesson, lower attaining pupils were absorbed by the process of improving a piece of descriptive writing, modelled by the teacher, which enabled them to eagerly make suggestions as to the best words to use or the appropriate punctuation to include. This process enabled them to build their skills and to achieve beyond expectations. In mathematics lessons, tasks are closely related to real-life situations so that pupils understand the purpose of the calculations they are undertaking and, as a result, are fully engaged in their learning.

Pupils with disabilities and those who have special educational needs make good progress in acquiring attitudes and skills that lead to greater independence in learning. Pupils who speak English as an additional language, including those at an early stage of learning English are well supported by a specialist teacher who enables them to be quickly included and to achieve well. Pupils known to be eligible for free school meals and those for whom circumstances may make them vulnerable, make outstanding progress compared to those nationally. The school provides outstanding care and ensures pupils' good physical and emotional wellbeing. Systematic reading

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support is well established across the school, including for lower attaining pupils in Key Stage 2 and, this contributes strongly to Year 6 attainment in reading which is currently above national levels.

Quality of teaching

Teaching is good and most lessons observed during the inspection were at least good and some were outstanding, across all key stages. In most lessons activities are well matched to individual abilities and build well on previous learning. Typically, teachers' planning sets out clear expectations for the learning of all groups of pupils and resources are very well prepared to enable this. In the satisfactory lessons observed, teachers' planning for those of highest ability is occasionally insufficiently challenging. For example, in one lesson these pupils were required to do more of the same mathematical problems rather than attempting problems with greater challenge. Teachers promote pupils' spiritual, moral, social and cultural development well, for example through providing opportunities for them to reflect or to work together.

Teaching assistants are a real strength of the provision and good teamwork is evident. They provide high quality support and challenge that is well matched to the needs of the groups they lead. In the best lessons, teachers use questioning well to probe understanding; they have high expectations of what pupils are able to achieve, and require pupils to justify and explain their answers. In the small minority of satisfactory lessons observed, teachers' questioning techniques were not so finely tuned. Most teachers use assessment well to support learning and plan activities to address mistakes identified from previous work. Teachers make frequent reference during lessons to what is required for high level answers and they provide opportunities to enable pupils to assess their own and others work, enabling them to develop independence. Good use is made of new technology, such as visualisers, to enable work to be shared with the whole class. Although most teachers mark pupils' books frequently and effectively, sometimes opportunities are missed to link comments to pupils' targets or to what they need to do to reach them.

Teachers in the Early Years Foundation stage provide a wealth of opportunities for children to develop knowledge, skills and understanding across all areas of learning; they demonstrate some key features of flexibility and adaptability, so that all children are encouraged to learn and play independently and collaboratively.

Almost all parents and carers expressed the view that their children are well taught.

Behaviour and safety of pupils

Warm relationships between adults and pupils are evident throughout the school. Pupils' behaviour in all lessons is good and sometimes exemplary, because pupils are fully engaged by tasks that are fun and exciting. Pupils respond quickly to teachers' instructions and show consideration and respect for adults and for each other. Parents express confidence that their children are safe and that behaviour is good.

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Inspectors were particularly impressed by the responsible and caring way in which pupils respond to the very few with behaviour difficulties and show empathy with their problems. They told inspectors that the behaviour of most pupils is good and disruption is rare. Effective use is made of the nurture room; results are consistent and successful and case studies provide strong evidence of improvements over time for individuals with particular needs. Pupils are aware of all forms of bullying and how to prevent it. They say any incidents are dealt with quickly and effectively. They feel safe at school and follow the example shown by the adults around them in caring for each other. Attendance is improving and persistent absenteeism is falling as a result of the concerted efforts of leaders. Rewards, including a variety of awards for regular attendance such as an after-school puppet show, have been very successful.

Leadership and management

All key leaders, including members of the governing body, have a clear vision for the school. This is based on high aspirations which are shared by all staff and which recognise the specific needs of the community. The school has effective systems to improve and support teaching, involving leaders at all levels. Good practice is shared and teachers well deployed to enable the least experienced teachers to be well supported. Rigorous progress tracking has been embedded, enabling under-achievement to be identified. A wide range of strategies support under-performance, particularly through progress meetings where teachers are held to account for the progress made by pupils in their classes. A high level of consistently good practice has been established across the school which significantly contributes to the increase in outstanding teaching. The rising achievement and quality of teaching and other provision demonstrate the school's good capacity to improve further.

Members of the governing body are knowledgeable and committed to further improvement. They use their broad range of skills and experiences to provide effective support and challenge. They are well-trained and ensure that safeguarding procedures are robust and that staff and pupils are safe. The school's leaders ensure that the progress of all groups of pupils is analysed, that all are included and that there is no discrimination. The schools' inclusive ethos has resulted in a community where diversity is celebrated and pupils not only show respect for those with different backgrounds or beliefs but show surprise that anyone should think that it might be otherwise. This is clearly seen in assemblies when children of all faiths worship and enthusiastically join in singing together.

The curriculum is imaginative, broad and stimulating and provides a wealth of enrichment activities, including a range of visits, providing experiences for pupils that they would not otherwise have had. These develop their interests and support their good spiritual, social, moral and cultural development. Good partnerships enhance the provision. For example, the local rugby club provide expert sports tuition and the music service provides whole class brass and woodwind tuition enabling pupils to be creative, develop self-confidence and promoting physical fitness. Children in the Early Years Foundation Stage also benefit from inspiring music and movement sessions

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and the physical education specialist teacher provides imaginative and effective contributions to pupils' physical development across the school. The wall displays around the school are lively and exciting and promote curiosity and creativity

The school works hard to engage parents and carers, and to fully involve them in the work of the school, keeping them informed through a wide variety of media, including text messaging which parents and carers find helpful.

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.



21 March 2012

Dear Pupils

Inspection of Severne Junior Infant and Nursery School, Birmingham, B27 7HR

Thank you very much for the welcome you gave us when we visited your school for its recent inspection. We enjoyed talking with you and seeing all that you do. We particularly enjoyed hearing you sing so enthusiastically in assembly.

You go to a good school. You make good progress from your starting points and by the time you reach Year 6 your attainment in mathematics is above that of pupils nationally. Your attainment in English is improving. You achieve well. Most teaching is at least good and it is sometimes outstanding, but we have asked your school to ensure that you always experience teaching of the highest quality. Your teachers provide interesting and exciting tasks and you told us how much you enjoy your learning. Teachers support you well in lessons, although a few of you told us that, very occasionally, work is too easy for you. We have therefore asked your school to ensure that teachers always support and challenge you according to your individual needs. We have also asked that they make clear what you need to do to reach your targets, when they mark your work.

You behave well and are confident that the school will keep you safe and you know how to keep yourselves safe. You told us how well teachers care for you. Your attendance is improving and is now average but we have asked the school to ensure that this continues to rise so that your learning is not disrupted.

We have judged the leadership of your school to be good because of the way in which leaders promote your achievement and care for you. The curriculum you follow is good and enables you to show respect for those from cultures and beliefs different to your own. Leaders are working hard to make sure you continue to learn well and develop well as young people. You can help them by attending regularly and punctually and continuing to work hard. I wish you every success for the future.

Yours sincerely

Mary Davis
Lead inspector

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