

# Wilkes Green Junior School

## Inspection report

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<b>Unique Reference Number</b>	103317
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	376873
<b>Inspection dates</b>	10–11 November 2011
<b>Reporting inspector</b>	Michael Farrell

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	349
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Raj Chopra
<b>Headteacher</b>	Avtar Singh Mangat M.B.E
<b>Date of previous school inspection</b>	6 December 2006
<b>School address</b>	Antrobus Road Birmingham B21 9NT
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<b>Age group</b>	7–11
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## Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons and 13 teachers; meetings were held with parents and carers, groups of pupils, the chair of governors, staff, and school partners such as representatives of other schools and services. Inspectors observed the school's work, and looked at documents relating to safeguarding, pupils' progress, records of various meetings, curriculum documents, the special education 'register', lesson planning and other documents and scrutinised 89 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school monitors the progress of pupils with different ethnic backgrounds and of more able pupils.
- Pupils' awareness of their short term curriculum targets.
- How well school development planning and records of meetings are evaluated and the sharpness of their priorities for improvement.

## Information about the school

The school is larger than average. The proportion of pupils known to be eligible for free school meals is much higher than nationally. Almost all pupils come from minority ethnic backgrounds. While many pupils have a home language other than English, only a small minority enter school at an early stage of acquiring English.

**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: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. It is exceptionally harmonious. Because of the fine models set by staff and the profound support of parents and carers, pupils show a natural kindness and consideration to others in every aspect of school life. Through the deep commitment of the long serving chair of governors and the governing body and the inspirational leadership of the headteacher and senior staff, expectations are set very high and staff and pupils respond in full measure. Enormous care is taken with the physical environment which is remarkably welcoming and attractive.

School development planning and records of meetings have improved considerably since the previous inspection and focus sharply on priorities for improvement that are translated into vigorous action. Data is rigorously analysed and effective steps taken if there are indications any group of pupils is not progressing as well as they should. Consequently different groups make good progress and achieve outstandingly. These include pupils of different ethnic backgrounds, and boys and girls. Many of the more able pupils make good progress but some do not progress as well as they could and the school is keen to rectify this.

Teaching and assessment for learning are consistently good and are improving the progress pupils make. Lessons are very enjoyable and interesting and pupils behave excellently because they are supported and encouraged very well indeed. Pupils are keenly aware of the short term learning targets they have been set and strive to reach them. Just occasionally, lessons do not challenge some of the more able pupils enough and this slows their progress. The rich, frequently evaluated curriculum, in which pupils delight, provides memorable experiences. Excellent care, guidance and support underpin the many outstanding aspects of pupils' personal development and helps create an ethos in which pupils' self-esteem escalates. Spiritual, moral, social and cultural development is outstanding because the school's ethos make it a great priority and the curriculum is infused with exciting opportunities for pupils to thrive.

Since the previous inspection, the school has improved its care, guidance and support, its curriculum, its outcomes and many aspects of leadership and management from good to outstanding. The school is not complacent; their self-evaluation, based on intensive monitoring of progress and performance, very accurately identifies strengths and weaknesses. Teaching, pupils' progress, the curriculum and other aspects are regularly evaluated to seek improvements. This strong evidence shows that the school has an outstanding capacity to improve further and to strengthen areas of excellence. In a meeting with parents and carers,

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one feelingly said of the school, endorsed by others, 'It is the best'.

## **What does the school need to do to improve further?**

- Consolidate the progress of all higher attaining pupils by ensuring they are always fully challenged in all lessons.

## **Outcomes for individuals and groups of pupils**

**1**

Pupils and groups of pupils make good progress and achieve outstandingly to reach high levels of attainment. Pupils with special educational needs and/ or disabilities, also make good progress because interventions are thoughtfully tailored to their needs and progress continues to be closely monitored to ensure that support is effective. Pupils hugely enjoy their schooling. In a numeracy lesson for younger pupils they made good progress in learning to subtract increasingly large sums of money. The lesson was enlivened with a variety of resources, the teacher and teaching assistant worked seamlessly together, and activities were carefully structured so that each step led to the next. Behaviour was excellently managed and relationships warm and respectful. In literacy sets, older pupils made good progress in extended writing because the work was well structured so that pupils could see how they were moving forward, helpful word lists and other resources were provided as necessary, and in the encouraging ethos, pupils were proud of their writing and highly motivated.

Pupils reflect thoughtfully on the school's good safeguarding, and say they feel very safe as indicated in questionnaire responses and in face to face discussions. In lessons and around school they act in a safe manner and with great consideration for others. They are acutely aware of healthy eating, physical exercise and being able to talk to someone if they have any concerns. They greatly enjoy the schools' 'International Dinner' and joyously participate in physical education lessons. Pupils love contributing to the school as a community whether through the school council or acting as monitors. Activities such as cultural evenings of music and drama forge close links with the local community. Pupils are deeply aware of relationships with other countries and cherish their links with schools in China and Africa. Their attendance rate is good and improving because of the school's tireless encouragement for families; this along with literacy and numeracy and other workplace skills contributes to pupils' good economic development. Religious education is highly popular with pupils and the multi-faith nature of lessons; assemblies and the curriculum and displays are beautifully presented, greatly reinforcing pupils' spiritual development. Pupils are very clear indeed about right and wrong and demonstrate very strong social skills contributing to their excellent behaviour. Pupils are deeply aware of different cultures and values and show high levels of respect for the views of others.

*These are the grades for pupils' outcomes*

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<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	1
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching and assessment for learning are consistently good and improving; they support pupils’ high levels of enjoyment of lessons. Relationships are warm and behaviour is very well managed. Time is seen as precious and pupils are punctual and keen to learn. Work is pitched at the right level so pupils build confidence and are challenged well. Teachers and teaching assistants work closely together to ensure pupils are very clear what they are expected to learn. Pupils’ work is thoroughly and constructively marked and teachers skilful questioning helps ensure it is clear what pupils know and do not know as lessons progress.

The school has a comprehensive ‘curriculum map’ tightly fitted to pupils’ different needs and in which different levels of planning are dovetailed very well. The curriculum is thoroughly evaluated so it is being constantly refined and improved. Physical education makes a very strong contribution to pupils’ healthy lifestyles. A very wide range of partners are used to enrich sporting and cultural opportunities. A fitness programme is provided in conjunction with a local football club using both the school and the club’s premises. The curriculum is very sensitively attuned to pupils’ literacy and numeracy progress and needs so that resources, the organisation of small group teaching and other supports are very purposefully utilised. Lunchtime and after school clubs are immensely popular and well supported and include a brass band and a tabla and sitar music group. Pupils benefit from highly memorable experiences that best support their learning, development and well-being.

Care, guidance and support are extremely well organised. Pupils whose circumstances make them vulnerable, together with their families, are very well

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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supported so the best use is made of provision. Very striking examples can be seen of pupils making outstanding gains in positive attitudes, behaviour, confidence and relationships. The school does everything that can be reasonably expected to encourage and improve attendance. Very close ‘tracking’ of pupils’ academic progress and personal development helps the school provide the right level of support and encouragement needed by pupils and their families. The school works very closely indeed with other services including the health and social services to enhance provision. Great care is taken to support pupils at times of transition for example when moving on to secondary school. The very positive ethos of the school permeates the whole of this provision.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school community works very closely together to ensure pupils have the best learning opportunities because of the inspirational leadership of the headteacher, very strongly supported by senior leaders and managers. Lessons are regularly and rigorously monitored by senior managers and any areas of weakness are forcefully addressed as a priority. The long serving chair of governors and the governing body successfully harnesses the very wide range of skills and knowledge of its members to ensure the school is very strongly challenged and supported. Governors are deeply committed to the school’s excellence, and examine scrupulously presented data and other sources of information very critically. Parents and carers highly value all the school offers as indicated in questionnaire responses and conveyed very vividly in face to face meetings.

Partners describe their contacts with the school as ‘inspiring’ and strongly recognise the values the school promotes. A very wide range of partners including other schools, services, sports organisations are imaginatively linked to the school to very effectively provide what the school could not provide as well on its own. All groups of pupils progress well because of the school’s forensic examination of progress data and its dynamic response where necessary. No bullying or discrimination is reported but the school has secure policies in place if necessary. There have been no exclusions for fifteen years. School leaders ensure safeguarding policies are clear and well presented. The school site is well lit, neat and tidy and secure. Risks are regularly and thoroughly assessed and any required action promptly taken. Comprehensive staff training includes first aid and fire marshalling. Parents and carers are very confident their children are safe. Outstanding, well-resourced

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programmes underpin community cohesion and teaching, the curriculum and other services and are all very rigorously evaluated and developed. Local, national, and international aspects are fully covered; a community cohesion coordinator has been appointed and relevant, clear and ambitious targets are set for this post holder and others to ensure a deep sense of community is at the heart of school life.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

The school had surveyed the views of parents and carers prior to the inspection, showing a very positive picture. The inspection indicated that parents and carers are engaged to a very high extent. Questionnaires indicate very strong levels of agreement about all aspects of the school. In meeting face to face, parents and carers spoke animatedly about how they greatly value the school and how they feel the school makes considerable efforts to involve them and take their views seriously into account. Not every single parent or carer agrees with everything the school does and the very few critical comments were discussed with the school in general terms and parent and carers’ views and the school’s response were taken into account. Among the views of parents and carers, one captures the view that the inspectors recognise in saying of the school, ‘There is always something good happening’.



### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wilkes Green Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 349 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	57	35	39	1	1	0	0
The school keeps my child safe	45	51	40	45	3	3	0	0
The school informs me about my child’s progress	43	48	43	48	2	2	0	0
My child is making enough progress at this school	34	38	48	54	3	3	1	1
The teaching is good at this school	44	49	44	49	0	0	1	1
The school helps me to support my child’s learning	35	39	46	52	5	6	1	1
The school helps my child to have a healthy lifestyle	45	51	41	46	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	37	48	54	3	3	1	1
The school meets my child’s particular needs	30	34	49	55	7	8	1	1
The school deals effectively with unacceptable behaviour	41	46	41	46	5	6	1	1
The school takes account of my suggestions and concerns	32	36	47	53	5	6	2	2
The school is led and managed effectively	42	47	39	44	1	1	3	3
Overall, I am happy with my child’s experience at this school	48	54	40	45	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



14 November 2011

Dear Pupils

**Inspection of Wilkes Green Junior School, Birmingham, B21 9NT**

It was a great pleasure to meet you when my colleagues and I inspected your school recently. We were very impressed by your excellent behaviour and the way you made us so welcome. Thank you for this.

Your school is outstanding. Your level of achievement is excellent. The way you develop as individuals is excellent too. Teaching and learning is good and getting better and you make good progress in lessons and try very hard. The curriculum is first-rate with so many interesting activities that you greatly enjoy. The way the staff care for you is outstanding. The school is excellently led and managed.

There is something the school can do better so I have asked the staff to:

- build on what they are doing to make sure all pupils who are working at high levels are always given strong challenges in every lesson.

It really was lovely to be with you.

With warm good wishes for your future.

Yours sincerely

Michael Farrell  
Lead Inspector

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