

Ward End Primary School

Ingleton Road, Birmingham, B8 2RA

Inspection dates 22–23 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The progress that pupils make is amongst the very best in the country and they leave with high standards.
- Senior leaders provide a clear sense of direction and have a positive impact on improving teaching and achievement. In this, they are ably supported by middle leaders and governors. There is a strong culture of continuous improvement in the school.
- Pupils think for themselves and learn independently. They love learning and participate exceptionally well in lessons.
- Teaching assistants have been well trained. They know just what to do in the classroom and use their initiative to support all pupils' learning.
- Government funding has been used very well to provide extra support for those pupils who most need it.
- There are warm relationships and strong mutual respect between staff and pupils. Pupils feel safe in school and they are taught how to stay safe.
- The best teachers share good practice through team teaching that helps all teachers improve.
- Teachers ask questions that make pupils think, and pupils use their thinking to ask teachers interesting and relevant questions. This helps deepen their learning.
- Governors support the school strongly but also ask challenging questions and help the school to think strategically.
- Progress is not as fast in Years 3 and 4 because the marking for these pupils is not as effective.
- Although attendance is improving, it is not high enough, especially for the youngest pupils.

Information about this inspection

- Inspectors observed 34 lessons, three of which were joint observations with senior staff. In addition, inspectors made a number of short visits to classrooms.
- Meetings were held with staff, groups of pupils and the chair and vice chair of the governing body. There were also informal discussions with parents in the playground before school.
- Inspectors listened to pupils read and scrutinised work in their books.
- They looked at the school development plan and school documentation about pupils' progress, procedures for safeguarding pupils and the monitoring of staff performance. They also looked at the analysis of the use of funding received through the pupil premium.
- Inspectors took account of the 22 responses by parents to the online questionnaire (Parent View) as well as the results of a recent survey of parents conducted by the school. They also scrutinised 45 staff questionnaires.

Inspection team

Mary Le Breuilly, Lead inspector	Additional inspector
David Driscoll	Additional inspector
Martin Budge	Additional inspector
Jeffrey Plumb	Additional inspector

Full report

Information about this school

- The school is larger than the average primary school and has been expanded to take on two extra classes each year so that there are currently four classes in each year of Reception and Year 1, three classes in Year 2 and two classes in Years 3, 4, 5 and 6.
- Almost all the pupils come from a range of minority ethnic backgrounds, with the largest group of pupils being from a Pakistani background. The proportion of pupils who are learning English as an additional language is high.
- The proportion of pupils known to be eligible for the pupil premium is high. This is additional Government funding provided to support pupils in local authority care, those from Forces families, and those who are known to be eligible for free school meals.
- The proportion of pupils on school action is average and the proportion of pupils on school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Work with parents to improve the attendance and punctuality of children in Reception and Year 1.
- Ensure that marking in Years 3 and 4 meets the high standards of the best marking in school and helps children to understand what their next steps in learning should be.

Inspection judgements

The achievement of pupils

is outstanding

- Most children start school with skills that are well below those typical for their age. They make excellent progress in Nursery and Reception because teachers and other adults help them to improve their speaking and listening skills and because they provide activities that make learning interesting and engaging. Letter sounds and counting skills are taught in ways that make the children want to learn them. By the time they leave Reception, children's skills are close to those typical for their age.
- Pupils make outstanding progress overall, and particularly in Key Stage 2 where progress has been in the top 1% of all schools nationally for the past two years. As a result, attainment is in line with national averages at the end of Key Stage 1 and well above average at the end of Key Stage 2. This exceptional progress is made because teachers make lessons interesting and help pupils to build successfully on their experiences in previous years. Teachers and teaching assistants provide different work for pupils in the class that is challenging enough to stretch every pupil and to move them on in their learning. Pupils who are struggling are given highly effective support to help them catch up.
- Disabled pupils and those who have special educational needs make very rapid progress. The number of pupils on the special needs register drops at the end of Key Stage 1 because many pupils have made so much progress that they no longer need extra support.
- Pupils develop a love of reading and, as a result of this and of the highly effective teaching that they receive, standards in reading are well above the national average at the end of Key Stage 2.
- Pupils who speak English as an additional language make very rapid progress and quickly acquire the English they need for learning.
- The pupil premium allows pupils to be taught in smaller groups and this helps them to make outstanding progress. These pupils make even better progress than their peers, narrowing the gap in attainment that is seen nationally.
- Pupils in Years 3 and 4 make progress that is not quite as rapid as in other year groups, but progress accelerates again in the last two years of Key Stage 2.

The quality of teaching

is outstanding

- The outstanding progress made by pupils in recent years supports the view that the quality of teaching has been outstanding over time. Much of the teaching seen during the inspection was outstanding, and this, along with the excellent work seen in books, confirmed that this high quality of teaching is sustained.
- Teachers have high expectations of their pupils. They provide work that is challenging in relation to pupils' different abilities and encourage them in lessons and through marking. As a result, pupils are stretched and rise to the challenges they are set.
- Lessons are lively and capture the interest of pupils. Teachers find different ways to engage children. For example, in a Year 4 lesson, role play was used to explore characters' feelings, and

this helped pupils to rehearse their ideas before writing them down.

- Teaching in the Early Years Foundation Stage is founded on purposeful and well-structured practical activities, indoors and outside, that show an excellent understanding of how young children learn. These activities engage the children well in developing key skills such as letter formation and counting. Children respond with enthusiasm and they work happily with adults or other children. A strong focus on speaking and listening supports the progress of all children, including those for whom English is not a first language.
- Teachers provide many opportunities for pupils to practise basic literacy and numeracy skills across different subjects. This has helped to raise standards in English and mathematics.
- Teachers provide extensive opportunities for pupils' spiritual, moral, social and cultural development. For example, in a recent Rainforest project, pupils visited the Birmingham Botanical Gardens to see the rainforest plants for themselves, and they were able to reflect on the way the rainforests have an impact in Britain and the exploitation of the forest.
- In Years 3 and 4, where progress is good rather than outstanding, teachers' marking does not always help pupils to understand exactly what they have to do to improve, and does not follow through consistently where pupils have not understood a concept.

The behaviour and safety of pupils are outstanding

- Teachers have high expectations for the behaviour of pupils. Pupils respond accordingly. They are calm, polite and helpful in class and around school.
- Pupils' attitudes to learning are first class. They have an eagerness to learn and ask questions that are probing.
- Pupils are extremely proud of their school, of their own achievements and of the achievements of their peers. They are quick to describe the successes of other pupils. They take pride in their work and are keen to do their best.
- Pupils feel safe in school. They are confident that bullying of any kind is almost unheard of and that rare, minor instances are dealt with swiftly and effectively so that all feel safe and secure in school.
- Pupils understand how to keep safe in school and beyond. They appreciate, for example, the need for caution and safety when using the internet.
- Attendance has been low for several years, though it is improving at faster than the national rate and attendance in the current school year is average. Much of the poor attendance can be attributed to pupils in Reception and Year 1 where parents do not always see with the importance of regular attendance at school. Pupils' attendance improves as they move up the school as a result of the efforts the school makes to discourage avoidable absence. Too many children are also late to school, and this is again highest in Reception and Year 1.

The leadership and management are outstanding

- This is a school with a culture of continuous improvement and with no place for complacency. The headteacher has high expectations of herself and of the staff. School leaders know the

strengths and weaknesses of the school and plan well to build on the former and eliminate the latter.

- The main focus for development has consistently been on improving the quality of teaching. There is a well-established culture of learning from each other through team teaching and sharing classroom practice. This has paid dividends in helping teachers and teaching assistants to continuously improve their effectiveness in the classroom.
- The quality of teaching is monitored carefully by senior leaders and is used, along with the outcomes of performance management, to tailor support to individuals. All staff at school are very positive about the high quality of the professional development that they receive.
- The school's systems for checking pupils' progress are very thorough and are used to identify and provide additional help for any pupil who is not making enough progress.
- The range of subjects and activities taught is rich and exciting and makes pupils keen to learn. Pupils are provided with very good opportunities to develop their literacy, numeracy and communication skills across all subjects.
- The school places great emphasis on equality of opportunity and ensures that every child, regardless of ability or background, is given the best education possible. Pupils are very well prepared to live in a diverse society.
- The local authority regards this as a successful school and, consequently, offers very light touch support.
- The school fully meets all safeguarding requirements.
- **The governance of the school is outstanding:**
 - Governors know the school well and, like the staff and pupils, they are extremely proud of it. They provide a high level of challenge and are actively involved in school planning. They understand their role as 'critical friend' is an important part of helping the school to continue to improve and they carry this role out very well. They know the strengths and weaknesses of the school, they understand performance data and they have a clear view of the quality of teaching and provision. They act to ensure that good teaching is appropriately rewarded and hold the headteacher to account for tackling any underperformance. The governing body has used the pupil premium highly effectively to provide additional staffing to ensure that eligible pupils receive enhanced support and attention. The outstanding progress made by these pupils shows that this approach has had a high impact. Governors play a role in strategic decisions, for example they have been involved in planning the leadership structure and in ensuring that senior and middle leaders are prepared for the next stage of their careers. Governors take part in relevant training and this has helped them to carry out their role more effectively.

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	103217
Local authority	Birmingham
Inspection number	402909

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	624
Appropriate authority	The governing body
Chair	Jim Potter
Headteacher	Suzanne Rose
Date of previous school inspection	29 April 2008
Telephone number	0121 4645424
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