

Wilkes Green Junior School

Antrobus Road, Birmingham, B21 9NT

Inspection dates 28–29 April 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The school is well led and managed. The headteacher, supported by the governors and all staff, particularly the deputy headteacher, has created an inclusive school where pupils thrive. As a result, teaching and pupils' achievement are improving.
- Many pupils make strong progress across year groups and in a range of subjects. Pupils make rapid progress in reading and mathematics.
- The quality of teaching is good. All staff work together well to help pupils to learn.
- Pupils feel safe and their behaviour is outstanding. They are polite, considerate and keen to learn. They contribute greatly to the positive atmosphere in the school.
- Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are very well prepared for life in modern Britain.

It is not yet an outstanding school because

- Teachers do not ensure that all groups of pupils, particularly the most-able, are challenged to make rapid progress in all lessons and over time.
- Teachers' marking does not consistently show pupils the next steps that they need to take to improve their work.
- Although improving, pupils do not make as much progress in writing as they do in reading and mathematics. As a result too few reach the higher levels in writing.

Information about this inspection

- The inspection team visited 18 lessons to observe learning and behaviour, to talk to pupils and to examine displays. The deputy headteacher accompanied an inspector during one of these observations.
- Inspectors spoke and listened to different groups of pupils, heard pupils read and looked at a range of work from different subjects. The inspectors observed pupils at the start of the day, during playtimes and at lunchtime. They also spoke to pupils informally around the school.
- Inspectors met with the headteacher, deputy headteacher, teachers who hold additional responsibilities, the Chair of the Governing Body and the governor with responsibility for safeguarding. Inspectors also spoke to parents when they visited the school and held conversations with representatives from the local authority over the telephone.
- Responses from 20 parents to Parent View, Ofsted’s online questionnaire, and the 25 questionnaires that were returned by staff, were taken into account. Inspectors also looked at the results of the school’s own survey of parents, which had 149 responses to the same questions as those on Parent View.
- Inspectors looked at a range of documentation, which included: the school’s check on how well it is doing and plans for improvement; evidence about how teachers are set targets to improve pupils’ progress; records of the school’s checks on the quality of teaching; minutes of meetings of the governing body, information about pupils’ progress over time; and records relating to behaviour, attendance and safeguarding.
- The inspection was carried out in response to potential concerns raised about the school’s arrangements for safeguarding pupils.

Inspection team

Simon Mosley, Lead inspector

Her Majesty’s Inspector

Karen Slack

Additional Inspector

Wendy Hanrahan

Additional Inspector

Full report

Information about this school

- Wilkes Green Junior School is larger than the average-sized primary school.
- Almost all of the pupils are from minority ethnic groups. A large majority speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils who are disadvantaged and eligible for support through the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is well above the national 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?

- Improve teaching to outstanding by making sure that:
 - the most-able pupils are stretched and challenged in order to produce their best work in all subjects
 - pupils are given more opportunities to write at length in a range of subjects so they can make rapid progress and attain highly in writing
 - marking in each subject shows pupils what to do next to improve their work.

Inspection judgements

The leadership and management are good

- The headteacher and the deputy headteacher, supported by all staff, lead a school with a very positive ethos. Staff work together well to ensure that pupils' behaviour is exemplary, that they are keen to learn and make good and, in many cases, outstanding progress.
- Leaders have high expectations of staff and pupils. Leaders have identified what needs to be done to improve the school and have taken action to achieve this. For example, strategies which are now in place to improve writing have accelerated the progress of pupils currently in the school.
- Systems to manage the performance of teachers are good. Targets for staff are focused upon the quality of teaching and achievement and link to the national 'Teachers' Standards', as well as the school's priorities. Staff are monitored appropriately and progress against these targets is assessed. Support and training opportunities are provided based on need and this had led to teachers improving their practice.
- Year group and subject leaders ensure that pupils are safe, behave extremely well and make strong progress in the school. They receive relevant training and support in order to fulfil their roles.
- The curriculum prepares pupils well for life in modern Britain. Pupils learn about aspects of British life such as tolerance and fairness and they are given a strong basis for their spiritual, moral, social and cultural development. Pupils are also taught how to stay safe. The curriculum is a strength of the school as it contributes to pupils' good achievement and gives them the skills that they will need in secondary school.
- The primary physical education and sport premium has been used effectively to increase participation in a wide variety of sports and physical activities. It has also been used to promote healthy lifestyles and physical well-being. In addition to two hours of timetabled physical activities, well-attended sessions take place before and after school and at lunchtime and playtime. Sports coaches have taught regular sessions to pupils and provided training for staff. Consequently, teachers are delivering high quality physical education to their pupils.
- The school has a member of staff who has responsibility for all disadvantaged pupils, including children who are looked after by the local authority. In addition to this, as all staff see this as an important aspect of their work; pupil premium funding is used well. Disadvantaged pupils achieve well in the school and many are supported to experience a range of activities that may be difficult for them to otherwise access.
- School staff actively promote equality of opportunity and, if it ever arises, discrimination is tackled. As soon as any individual or group is identified as not achieving well, staff take prompt action to remedy this situation. This helps all groups of pupils to make at least good progress in the school.
- Safeguarding arrangements meet current requirements and are effective. Staff and governors have received appropriate information and training and school staff work closely with some other organisations to ensure that pupils who may be at risk are protected.
- School staff meet parents at the start and end of every day. Parents attend assemblies, receive newsletters and communicate through the home/school diaries. The parents who spoke with inspectors were very positive about the school and almost all parents who responded to the Parent View questions given to them by staff would recommend the school and believe that it is well led and managed.
- The local authority has provided useful administrative support and worked with the school on a safeguarding audit.

■ The governance of the school:

- The governors provide effective support for the headteacher. They visit the school regularly and their meetings cover all the relevant areas. Consequently, they have an awareness of the quality of teaching in the school and know how different subjects and year groups are performing. They also understand how the performance of teachers is managed but they have not been required to tackle underperformance.
- Governors have offered some challenge to the headteacher but the minutes of their meetings do not always reflect this. They consult with people from outside of the school to help them to take appropriate action.
- Governors are aware of the impact of pupil premium funding and know how the primary physical education and sport premium has been spent.
- The recently appointed safeguarding governor has relevant knowledge, experience and training. Safeguarding is covered at governors' meetings and governors work closely with the members of staff with responsibility for safeguarding.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is outstanding. They are extremely polite and friendly towards each other and with adults. They are respectful, hold doors open for visitors and always say 'thank you' in response to acts of kindness.
- There is a calm and caring atmosphere within the school. Pupils move sensibly around the building, play happily together in mixed groups and show consideration for others in the playground. They clearly understand the importance of treating everyone fairly and they are keen to help anyone who may need assistance.
- Pupils treat their clean, well-ordered and stimulating school surroundings with respect. They are proud to be members of the school community; pupils are well presented and look after their books and school equipment very well.
- Pupils respond extremely positively to high expectations of behaviour from adults and other children. They listen carefully and participate fully in assemblies and well-established routines at the end of playtime and in the dining hall contribute to the high standards of behaviour in the school.
- Behaviour logs indicate that inappropriate behaviour is extremely rare. There have been no exclusions in the last three years and pupils say that other pupils always behave well. Almost all parents who spoke to inspectors felt that the school makes sure that its pupils are well behaved.
- Attitudes to learning are exemplary. Pupils' behaviour in lessons is impeccable; they work very well together in pairs and larger groups and are trusted to concentrate on their own work without reminders. They always listen carefully, follow instructions and complete set tasks to the best of their ability. They behave equally well for all members of staff.

Safety

- The school's work to keep pupils safe and secure is good. Consequently, pupils feel safe and most parents agree that their children feel safe in the school. Pupils are taught to stay safe, including when using the internet, and they behave in a way that ensures that they all remain safe. The school site is secure and has good physical security to control access.
- The respectful and inclusive ethos of the school means that bullying is extremely rare. Pupils understand what it means to be unkind to someone and they are aware of different kinds of bullying. They are certain that if unkindness ever happened that staff would deal with it quickly and effectively.
- Adults are fully trained in how to look for signs that a pupil may be at risk and they know what to do if concerns should arise. They have taken quick and appropriate action when necessary.

- Pupils are punctual and arrive to lessons ready to learn. Attendance was in line with the national average last year, although it has not improved this year.

The quality of teaching is good

- Teaching across a range of subjects is good. As a result, pupils, including those who speak English as an additional language, make good progress and many pupils make rapid progress in reading and mathematics.
- Pupils have the opportunity to read in class every day. Adults listen to children read on a regular basis; the most-able pupils read challenging texts and those who find reading more difficult have clear strategies for working out words by using the sounds linked to letters. This has led to pupils enjoying reading and has contributed to their excellent progress.
- Attractive displays motivate pupils and celebrate their successes. These, along with effective use of classroom space and pupils' positive attitudes to learning, help pupils to learn well. The new nature area also inspires pupils to further their knowledge and understanding.
- Teachers and teaching assistants work well together and, as a result of effective team work and secure relationships, good learning is evident for all pupils. Support for disabled pupils and those who have special educational needs ensures that pupils who may find the work more challenging make good progress.
- Teaching contributes strongly to pupils' spiritual, moral and social development. Pupils take part in a range of cultural, technological and sporting activities in lessons. They work extremely well together, study a range of faiths and think about what is right and wrong. Teaching helps to prepare pupils for life in modern Britain by developing tolerance and genuine respect for the views of others. Pupils are happy to discuss a range of topics in a thoughtful way.
- Teachers usually plan interesting lessons and use questioning well to make pupils think. However, as all pupils sometimes start on the same activity, this work is too easy for the most-able pupils and they do not make the rapid progress of which they are capable.
- All work is marked and regularly assessed but this is not always used to challenge the most-able pupils in writing. In addition to this, marking does not always give pupils clear next steps to improve their skills and develop their understanding.
- Pupils are now being given more opportunities to write at length in English and other subjects. However, as marking and planning do not always lead to rapid improvement in this subject, the full impact of this is yet to be seen. Consequently, not enough pupils make accelerated progress and gain the highest levels in writing.

The achievement of pupils is good

- Pupils' attainment on joining the school varies between years. Last year's Year 6 started the school with attainment that was below the national average but they left with attainment that was above the national average. The 2014 Year 6 results indicated that most groups of pupils, including disadvantaged pupils and those who speak English as an additional language, reached the higher levels in reading and mathematics.
- Almost all pupils made the progress expected of them in reading, writing and mathematics at the end of last year's Year 6 and a greater proportion than nationally made rapid progress in reading and mathematics.
- In 2013 and 2014, achievement was not as strong in writing as it was in reading and mathematics. Work in books and the school's own information about pupils currently in the school indicate that writing is

improving, but it does not yet match the standards achieved in reading and mathematics.

- The achievement of the most-able pupils is often good. In 2014, all of the most-able pupils in Year 6 reached the higher levels in reading and mathematics but a smaller proportion than the national average for this group attained the higher Level 5 in writing. Current information shows improvement. The most-able pupils are achieving at a similar level in reading and mathematics compared with last year's test results, and a greater proportion of pupils are accessing the higher levels of attainment in writing.
- Most disabled pupils and those who have special educational needs make similar good progress to other pupils in the school. Teachers and teaching assistants use support, resources and further questions to meet their needs well.
- In 2014, the attainment of disadvantaged pupils leaving Year 6 was higher than other pupils in the school and other pupils nationally in reading. It was more than half a term behind other pupils in the school and less than half a term behind other pupils nationally in mathematics, and it matched other pupils in the school but was two terms behind other pupils nationally in writing.
- Compared to other Year 6 pupils nationally, a greater proportion of disadvantaged pupils made expected and above expected progress in both reading and mathematics in 2014. A greater proportion of disadvantaged pupils made the progress expected of them in writing than other pupils nationally but, although it was the same figure as other pupils in the school, a smaller proportion made rapid progress, when compared to other pupils nationally.
- Achievement in subjects other than English and mathematics is good. A range of subjects are taught well and pupils' work shows that pupils in all year groups currently in the school make good progress and some are making rapid progress. Pupils' progress in reading remains very strong.

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	103317
Local authority	Birmingham
Inspection number	462677

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	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair	Dev Raj Chopra
Headteacher	Avtar Singh Mangat MBE
Date of previous school inspection	10 November 2011
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