

Inspection of Minworth Junior and Infant School

Water Orton Lane, Minworth, Sutton Coldfield, West Midlands B76 9BU

Inspection dates: 3–4 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils feel safe and happy in the school. They say that kind, friendly staff look after them well. Pupils behave well and care for others around them. The school is a calm place to learn. Pupils move sensibly indoors and outside. Pupils told us they do not worry about being bullied because the school is a safe place.

Pupils are proud to take on helpful roles around the school, such as leading the safety team and being eco councillors.

Leaders and staff are determined to make sure that all pupils become 'the very best that they can be'. They work well together to bring to life the school's vision of 'where learning is alive.' Pupils enjoy studying exciting topics such as wonder women and Mexico and the Mayans. Pupils love to read every day.

Leaders know that they need to be clearer about what pupils need to learn and know in subjects such as science and history. Pupils and children would benefit from increased opportunities to develop their writing skills.

Parents and carers are full of praise. They say that 'this is a school that has a heart.' They describe staff as genuinely caring, supportive and willing to listen.

What does the school do well and what does it need to do better?

The school curriculum follows the national curriculum. Staff understand pupils' needs well. They make sure that the challenging curriculum meets the needs of all pupils. Well-attended clubs enhance the curriculum. Pupils enjoy learning about food technology and construction and taking part in lunchtime football coaching. Leaders have worked relentlessly to improve the quality of education since the previous report. Standards and rates of progress in reading, writing and mathematics in key stages 1 and 2 have improved since the last inspection. Most pupils now achieve well in relation to their starting points.

Pupils with special educational needs and/or disabilities keep up with the pace of learning. This is because staff support them to develop independence in their learning. Some of these pupils went on a residential trip to Elan valley to develop independence skills.

During classroom visits, inspectors saw teachers helping pupils think like scientists and historians. In science, pupils know about the importance of handwashing to prevent infections spreading. In history, pupils remember what they have learned about the Second World War. Pupils know that local people made the spitfire fighter aeroplanes that helped win the war.

Teachers teach reading well. Younger pupils who have difficulty reading tricky words

are supported well to sound out words correctly. This ensures that most pupils become fluent and confident readers. Pupils talk with enthusiasm about the books of their favourite authors, such as Enid Blyton and Roald Dahl.

In mathematics, teachers develop pupils' recall of number facts. This means that most pupils have secure knowledge of addition, subtraction, division, and multiplication. Key stage 2 pupils are able to solve mathematical problems with increasingly large numbers.

Leaders know that some subjects, such as science and history, need more work. The knowledge and content that pupils should learn are not defined clearly enough. Senior leaders are already acting to make improvements. The vocabulary that pupils need to learn and remember is clear. Subject leaders are honing their planning and sequencing of these subjects.

School leaders are working on improving pupils' writing skills. A handwriting programme is in place. This helps pupils to master the fine-motor skills needed to form equal-sized letters. There are some pupils who struggle to write longer pieces of work in some subjects and to get their ideas down on paper.

Children in the early years learn and behave well. The calm and well-ordered environment is bright and stimulating. Children busily use their early reading, mathematical and creative skills. However, sometimes, adults do not use play activities to help children develop their early writing skills.

Pupils have good attitudes to learning. The 'Minworth Pledge' promotes values such as determination, responsibility, respect and tolerance. It helps pupils develop into responsible citizens. Pupils visit the local mosque and celebrate Diwali, the Hindu festival of lights.

Senior leaders take steps to help manage staff workload. They do everything they can to allow teachers to focus on the quality of their teaching.

Governors know the strengths and weaknesses of the school. They provide effective support and challenge to school leaders. This helps to ensure that the school continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. This is because leaders and governors take safeguarding seriously. They have a good understanding of issues that pupils face in the local community. Staff know what to do if they are worried about a pupil. Records show that leaders follow up any concerns straight away.

Pupils know how to keep themselves safe. Pupils could explain confidently how to use the internet safely. They know not to chat to people they do not know. Pupils

know who they can talk to if something upsets them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are making sure that all subjects have detailed, long-term plans in place. They have carefully selected the vocabulary that pupils need to know and remember from the early years through each year group and subject. However, the essential knowledge that pupils need to know and remember in some subjects, such as science and history, is too vague. Leaders should ensure that the essential knowledge for each subject is comprehensively detailed. It needs to be stated clearly and carefully sequenced, so that pupils' learning builds on what they have been taught.
- Curriculum planning shows that the majority of subjects are now planned well. However, some pupils' writing skills are stronger in some areas of the curriculum than in others. These pupils struggle to write longer pieces of work and get their ideas down on paper. Leaders need to further develop the curriculum and to give pupils more opportunities to write at length and improve their writing skills in the early years, in English and in other subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	103345
Local authority	Birmingham
Inspection number	10111664
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Brent Aston
Headteacher	Matthew Sadler
Website	www.minworth.bham.sch.uk/
Date of previous inspection	29–30 June 2017

Information about this school

- There have been no significant changes since the last inspection.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- As part of the inspection, inspectors met with the headteacher, assistant headteachers, the inclusion manager and the special educational needs coordinator. Inspectors also met with members of the governing body.
- Inspectors considered reading, mathematics, science and history in depth as part of the inspection. Inspectors spoke to subject leaders, undertook lesson visits, examined pupils' exercise books, and met with teachers, several parents and pupils to help us understand the quality of education.
- To inspect the school's safeguarding arrangements, inspectors spoke to the school's designated safeguarding lead, members of staff, parents, pupils and members of the governing body. An inspector also checked the single central record and a sample of safeguarding records.
- Inspectors observed playtimes and lunchtimes.

- The inspectors considered 38 responses to Parent View, Ofsted's online survey.

Inspection team

Bogusia Matusiak-Varley, lead inspector Ofsted Inspector

Graeme Rudland Ofsted Inspector

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