

Inspection of Town Junior School

Ebrook Road, Sutton Coldfield, West Midlands B72 1NX

Inspection dates: 14–15 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

School leaders, governors and staff are ambitious for all pupils. They have high expectations of what pupils can achieve. Pupils rise to these expectations. The reading, writing and mathematics curriculum is well developed. As a result, pupils are achieving well in these subjects.

Pupils enjoy the exciting trips, visitors and activities that teachers plan for them. They are linked to the curriculum. This helps to bring pupils' learning to life. As a result, pupils are enthusiastic about their lessons and their learning.

Pupils are happy and enjoy school. They are polite, courteous and respectful to each other and staff. Pupils trust the adults they work with. They say they are well cared for and feel safe. Pupils behave well, know the school rules and follow them. They understand what bullying is and say that when it happens staff deal with it quickly.

Pupils understand how to keep themselves healthy. They learn to do this through assemblies and healthy eating workshops. Pupils enjoy a wide range of sporting clubs. They get the chance to study different cultures. Pupils are encouraged to become thoughtful and responsible citizens.

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

Leaders and governors have a good understanding of what the school needs to do to improve. They have high expectations. Leaders have ensured that all aspects of the school have improved since the last inspection.

Leaders have put together an ambitious curriculum that prepares pupils well for life. Staff are skilled in teaching reading, writing and mathematics. They possess good subject knowledge in these areas due to effective training. The leaders of these subjects have thought carefully about the plans that set out what they want pupils to learn. Teachers help pupils to remember and understand basic skills by ensuring that they put them to use in other subjects.

Pupils understand and remember what they have learned in history and art from previous years. This is because they practise the skills they have learned in other subjects. For example, when studying Vincent van Gogh, Year 6 pupils use their knowledge of chronology and place his art work on a timeline. They also use this activity to explore how his style of art had changed over time.

Pupils learn the full range of the national curriculum subjects. Yet, in some subjects the plans leaders have produced do not ensure that all pupils are being taught the full range of knowledge and skills. Leaders are currently reviewing the geography, music and modern foreign languages curriculum to put this right.

In most curriculum areas, teachers have good subject knowledge. They plan lessons that build on what pupils already know. However, in music, geography and modern foreign languages, teachers' subject knowledge needs to be improved.

The school has prioritised reading. Pupils enjoy reading. They say that lots of adults hear them read in school. They are encouraged to read at home. Staff work closely with pupils who struggle with their reading. Staff check the sounds pupils do not know and support them to learn these quickly. This helps pupils to catch up.

Most subjects are well led. Curriculum leaders have a good understanding of the knowledge and skills that need to be taught. They check to make sure that pupils are learning these in the correct order. However, some curriculum leaders are new to post and are still learning how to do this. Stronger leaders are beginning to support these new leaders to help them improve their subject areas. They need to ensure that pupils are learning the full content of the national curriculum in the correct order.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are fully involved in lessons. Teaching assistants provide them with extra help when required. This means that they are able to join in with the learning with the rest of the pupils.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a strength of the school. Leaders carry out the necessary checks to ensure that all staff are suitable to work with children. Staff and governors have a good understanding of current safeguarding guidance and procedures. This is because they have received appropriate training. Staff know the pupils very well and take prompt action when they have concerns. Safeguarding records are well organised and detailed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, the curriculum is well sequenced and planned. However, this is not the case in all subjects. In music, modern foreign languages and geography pupils do not develop their knowledge and skills as well as they could. Leaders have started to revise the curriculum in these subjects. Leaders need to ensure that pupils' knowledge and skills are developed well over time in these subjects.
- Senior leaders have ensured that most subjects are well led. However, this is not the same across all subjects. Some curriculum leaders do not check that pupils are learning the intended knowledge and skills. This means that some parts of the curriculum are being left out. As a result, pupils are not learning the full content of the planned curriculum. Leaders need to support and develop all

curriculum leaders so that they make regular checks on pupils' learning and what is being taught.

- Teachers' subject knowledge in most curriculum areas is strong. However, some teachers are less confident, especially in music, modern foreign languages and geography. This means that pupils are not always taught the full breadth of the curriculum. Leaders need to ensure that teachers receive further training and support to develop their subject knowledge in these areas.

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 are the school and you are 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	141206
Local authority	Birmingham
Inspection number	10122465
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	Board of trustees
Chair of trust	Diane Clapcott
Headteacher	Adrienne Smith
Website	www.townj.bham.sch.uk
Date of previous inspection	26–27 September 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Plantsbrook Learning Trust.

Information about this inspection

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

- We met with members of the local governing body and the trust board. In addition, we held a conversation with a representative of the national lead in education, who is supporting the school. We met with the executive headteacher of the Plantsbrook Learning Trust.
- We held meetings with members of staff, including the headteacher, senior leaders and curriculum leaders.
- As part of this inspection, we did deep dives in these subjects: reading, mathematics, geography, music, history and art. We made visits to lessons with leaders, checked pupils' work and spoke with pupils about their learning. We discussed the curriculum in these subjects with teachers and leaders.

- We checked safeguarding. This involved speaking with leaders, staff, pupils and parents. We checked a sample of relevant school policies, procedures and leaders' records of checks on the suitability of adults to work in a school.
- We held formal and informal meetings with groups of pupils from each year group. We observed pupils' behaviour, interactions and conduct during lunchtimes and breaktimes.
- We considered the views of staff, pupils and parents and carers, shared through the Ofsted surveys. Inspectors also held discussions with parents at the start of the day.

Inspection team

Kerry Rochester, lead inspector

Ofsted Inspector

Richard Sutton

Ofsted Inspector

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