

Inspection of Severne Junior Infant and Nursery School

Severne Road, Acocks Green, Birmingham, West Midlands B27 7HR

Inspection dates: 15 and 16 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Severne Junior Infant and Nursery School is a kind, caring community where pupils feel happy and safe. Leaders are highly ambitious for each and every pupil. They live the school motto 'Respect, Succeed, Celebrate.' Pupils enjoy coming to school and achieve well. However, a few pupils do not attend as regularly as they should, which means they miss important learning.

Aspirational leaders have raised expectations. They have designed the curriculum thoughtfully and ensure that reading is taught well. Pupils are proud of the new school library and the wide range of books available for them to read. The vast majority of parents are positive about the quality of education their children receive.

Trips and visits allow pupils to broaden their knowledge and interests. For example, pupils visit a museum to deepen their understanding of space. They enjoy attending the range of clubs on offer, including chess, dance, Lego, drawing and sports clubs.

Leaders have high expectations of pupils' behaviour. Pupils are well behaved in lessons. They are polite and respectful. Pupils listen attentively and fully engage in their learning. At social times, pupils play well together. Incidents of poor behaviour or bullying are rare. Leaders swiftly resolve any concerns pupils have.

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

Leaders have designed an ambitious curriculum that builds on what pupils know and can do. Teachers have received training and support to enable them to teach the curriculum well. They know what to teach in all subjects and how to teach it. Teachers present new learning clearly. They have high expectations of what pupils can achieve. Teachers check what pupils know within lessons. This helps pupils to reinforce and remember their current learning. However, teachers pay less attention to checking pupils' prior learning. This means that they do not identify and repeat knowledge that pupils have not retained. As a result, pupils are less secure at recalling prior knowledge and applying it to new learning.

Leaders provide a high-quality experience for the youngest children in the early years. Staff have high expectations and establish clear routines. The environment is carefully organised and resourced to develop children's learning. Staff plan learning based on what children know and can do. Children develop early language and number skills well. They practise these skills when working independently indoors and outdoors.

Leaders prioritise reading. The reading curriculum is carefully planned. Leaders have ensured that staff know how to teach phonics and reading. Pupils read regularly to adults in school. Leaders have ensured that teachers have the resources they need to teach reading well. Books carefully match the sounds younger pupils are learning. Older pupils learn to see the world differently by reading diverse, ambitious class

novels. This allows them to deepen their exposure to and understanding of different texts. Pupils enjoy reading these novels.

Leaders carefully identify pupils in need of additional support. However, some pupils do not receive the support they need quickly enough, for example speech and language support. Some staff who provide support do not have the knowledge and expertise to support pupils effectively. This does not enable these pupils to catch up with their peers. However, other pupils in school with special educational needs and/or disabilities (SEND) are supported well to access the same curriculum as their peers. They receive the resources and support to help them to focus on their learning and be successful. However, some pupils with SEND do not attend school as regularly as they should.

Leaders ensure that activities beyond the academic curriculum support pupils' personal development. Pupils enjoy fundraising for charities, including the local food bank. Opportunities such as being school council representatives allow pupils to take on responsibilities. Pupils develop an understanding of democracy through the school council. They recognise and respect others' differences by learning about different faiths and cultures. For example, they visit different places of worship, including the local synagogue and mosque. Pupils know that they have the right to make choices and express their views. This ensures that pupils are well prepared for life in modern Britain.

Leaders and governors have identified and addressed some key improvement priorities. The recent school developments have improved the quality of education significantly. There are clear plans in place to support the school's continued improvement. Staff are positive about the support from leaders to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff attend regular safeguarding training. This helps staff to understand how to keep pupils safe. Staff record and report their safeguarding concerns swiftly. Leaders act upon these concerns. Leaders work effectively with external agencies so that pupils in need of help get the support they need.

Pupils learn about healthy relationships and online safety. They know how to raise concerns with trusted adults in school.

Leaders make sure that appropriate checks on staff are carried out before they start working at Severne Junior Infant and Nursery School.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils, including some pupils with SEND, do not attend school regularly. This means that they miss out on their learning and do not achieve as well as they should. Leaders should work with parents to improve the attendance of their children.
- Leaders have not ensured that there are effective assessment systems in place in some subjects. This means that teachers do not identify and repeat what pupils have not remembered. Pupils find it harder to recall their previous learning in these subjects. Leaders need to ensure that there are effective assessment systems in place to enable teachers to identify and address any gaps in pupils' knowledge.
- Some staff do not have the knowledge and expertise to support pupils with specific needs. This means that these pupils do not catch up quickly enough. Leaders should ensure all staff are fully trained so that they have the skills and expertise to help pupils with specific needs to be more successful.

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 information from Ofsted Parent View 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.

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	103252
Local authority	Birmingham
Inspection number	10240256
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Chair of governing body	Sue Jackson
Headteacher	Sharon McMahon
Website	https://www.severne.bham.sch.uk
Dates of previous inspection	22 and 23 September 2021, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.
- A new headteacher took up post in in September 2022.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors carried out deep dives in history, mathematics, physical education, science and reading. These included visiting lessons, looking at pupils' work, examining curriculum guidance and talking with pupils and staff. Inspectors looked at pupils' work from a sample of other subjects. They also discussed the curriculum with subject leaders.
- Inspectors observed pupils reading to a familiar adult. They reviewed reading resources.
- Inspectors looked at a range of documentation on the school's website.

- Inspectors reviewed the school’s safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors observed pupils’ behaviour in lessons and at other times during the day.
- During the inspection, inspectors held meetings with the headteacher, the acting deputy headteacher, subject leaders, the special educational needs coordinator, the designated safeguarding lead, the early years leader, three representatives of the governing body and a local authority representative.
- Inspectors took account of responses to Ofsted Parent View, and the pupil and staff surveys.

Inspection team

Lorraine Lord, lead inspector	Ofsted Inspector
David Lisowski	Ofsted Inspector
Lindsay Nash	Ofsted Inspector

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