

Inspection of Ward End Primary School

Ingleton Road, Birmingham, West Midlands B8 2RA

Inspection dates: 5 and 6 March 2024

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	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. The school received an urgent inspection under section 8 of the Act on 19 June 2018. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Ward End Primary School is a school where every member of staff cares deeply for its pupils. Pupils arrive each day happily. They feel safe in school because of the care shown to them and there is a strong sense of community. The school works exceptionally well to ensure there are positive partnerships between staff, parents and pupils. The school's cultural diversity is celebrated well. This encourages pupils to show respect for each other and celebrate difference.

The school has high ambitions that all pupils achieve to the best of their ability. This includes pupils with special educational needs and/or disabilities (SEND). It also includes the high number of pupils who speak English as an additional language. The school supports these pupils exceptionally well so they can achieve the high expectations set by the school.

Pupils behave well at all points of the day. They understand the importance of working hard. Pupils are not disrupted from learning because of the positive behaviour in lessons. This leads to a very calm and purposeful working environment. Pupils and staff show high levels of respect for each other. They understand how they are expected to behave and rise very well to these high expectations.

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

The school has high ambitions that every pupil in the school reads well. A new phonics programme has recently been introduced. Pupils read books closely matched to their phonics ability. Staff have been well trained to deliver this programme. Pupils apply their phonics knowledge well to reading new and unfamiliar words and books. The school has successfully introduced a wide range of interesting and varied stories for pupils to enjoy. These have been carefully selected so pupils can identify with the characters. They provide a 'window and a mirror' to the world pupils live in. This helps pupils to become confident readers.

Pupils work hard and show positive attitudes to learning. There have been many changes to the curriculum in different subject areas. The school has thought carefully about how the planning in place supports the needs of pupils who speak English as an additional language. This starts in the early years, where there is a heavy focus on pupils developing language skills to support them with all areas of the curriculum. This is beginning to impact positively on pupils' outcomes, particularly in the progress pupils make by the end of key stage 2. However, there are still some inconsistencies in how well curriculum planning is implemented and in how well pupils achieve all of the school's aims.

There is a huge sense of pride, ambition and aspiration for pupils with SEND. They are well realised. The highly effective and dedicated team with responsibility for pupils with SEND do all they can to ensure all these pupils get the support that is right for them at the right time. This is a praiseworthy aspect of the school's work.

Pupils behave very well at all points of the day. They are polite and well mannered. Where the curriculum is implemented well, pupils show very good attitudes to learning and concentrate in lessons. Older pupils support younger pupils at playtime. They relish the opportunity to support and mentor the youngest children in school.

There are many opportunities for pupils to take on leadership responsibilities. School leaders listen to the views of pupils regularly. The suggestions pupils make help shape decisions that affect the whole school community. Opportunities for pupils to learn about different faiths and different cultures are wide and varied. It helps the school in being a truly inclusive environment. Many visitors are invited to school to celebrate different jobs and careers of the future. This helps pupils develop ambitions for the future and raises aspirations.

The school is skilfully led with determination, ambition and a strong moral purpose. Governors understand their responsibilities very well. They play a vital role in setting the school's vision. Staff work together very well towards achieving these aims. Lots of changes have been introduced which aim to further enhance an education and an experience for the pupils that is already leading to the successful place the school is. Staff and pupils are proud to be part of Ward End. Parents appreciate the efforts to support the pupils. They also appreciate the support provided for them when difficulties arise.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that the curriculum is consistently implemented in a way that supports pupils to know and remember more. This results in some pupils not achieving the desired outcomes of the intended curriculum. The school should ensure there is consistency in the implementation of curriculum plans across all subject areas and regularly monitor that this is as intended.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	103217
Local authority	Birmingham
Inspection number	10294473
Type of school	Primary
School category	Community school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	910
Appropriate authority	The governing body
Chair of governing body	Islam Afzal
Headteacher	Rachel Chahal
Website	www.wardend.bham.sch.uk
Date of previous inspection	5 July 2018, under section 8 of the Education Act 2005

Information about this school

- The school is much larger than the average primary school.
- The school has a resource base for pupils with SEND.
- The school has a breakfast club run by the school.
- The school does not make use of alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, subject leaders and senior leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, science, history and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in a range of subjects, including history, geography and art and design.
- The lead inspector spoke with three governors, including the chair of governors.
- The lead inspector spoke on the telephone with a representative from the local authority.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- To evaluate the effectiveness of safeguarding, the lead inspector reviewed the single central record, took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.

Inspection team

Keri Baylis, lead inspector	His Majesty's Inspector
Leah Adams	Ofsted Inspector
Sally Snooks	Ofsted Inspector
Mark Gilbert	Ofsted Inspector

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