

World's End Infant and Nursery School

Inspection report

Unique Reference Number	103337
Local Authority	Birmingham
Inspection number	308283
Inspection date	20 November 2007
Reporting inspector	Paul Weston HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant
School category	Community
Age range of pupils	3-7
Gender of pupils	Mixed
Number on roll	
School	245
Appropriate authority	The governing body
Chair	Vacant Position
Headteacher	Gillian Griffiths
Date of previous school inspection	2 June 2003
School address	Worlds End Lane Quinton Birmingham B32 2SA
Telephone number	01214 220453
Fax number	01214 233472

Age group	3-7
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspection evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement and standards, especially how well the school meets the wide range and diverse needs of all pupils; the role of subject leaders and their impact on improving pupils' progress; how well pupils are cared for; and strategies to raise attendance. Evidence was gathered from observations of teaching and of pupils at work and play, discussions with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This average-sized school serves an area on the outskirts of the City of Birmingham. The percentage of pupils claiming free school meals is above average. A third of pupils are from minority ethnic groups, which is above that found nationally. The proportion at the early stages of learning English is around the national average. The percentage of pupils with learning difficulties and/or disabilities is broadly average and the proportion with statements of educational need is above average. Attainment on entry to school is well below that expected. The school is a partner in the Quinzone Education Action Zone. The school has a resource base for visually impaired pupils, which is shared with the neighbouring junior school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

'This is an exceptional school', reported one delighted parent. This statement sums up the views of most parents and accurately captures the essence of this very successful school. World's End Infant and Nursery is an outstanding school. Children get off to an excellent start in the Nursery and Reception. Consistently strong teaching and high quality support mean that pupils make excellent progress across the school. By the end of Year 2, pupils attain standards that are above average in reading, writing and mathematics. Standards have regularly been above average in recent years. The work of pupils in Year 2 and the school's accurate assessments of their performance show that they are well on track to maintain the same above average standards. The recent focus on writing has paid dividends. Robust assessments, improved planning and better teaching have led to outstanding achievement. A wide range of speaking and listening activities support and enrich written work. In addition, the development of links between subjects enables pupils to practise writing skills across the curriculum more regularly. Following the dip in results in reading and mathematics in 2007, improvements to teaching and learning are accelerating progress in both subjects. This is leading to significant improvement in attainment. Higher attaining pupils in particular are now being provided with extended challenge in lessons coupled with focused teaching in small groups. The school is aware that these initiatives must be fully implemented in order to ensure that the more able pupils achieve their very best.

Pupils rightly comment that 'every day is fun and we learn lots of new things'. Throughout the school, teachers ensure that work is matched well to pupils' differing abilities. Teachers imaginatively bring subjects alive. For example, in a Year 2 literacy lesson, 'Lenny the Lion' helped pupils recognise and practise their letter sounds. High quality support staff dovetail their activities extremely well with the work of teachers. This means that pupils who need support are able to play a full part in lessons and achieve as well as their classmates. Those needing a boost to their confidence benefit from teaching in small groups. The needs of pupils with visual impairment are well met and, as a result, they make good progress. Teachers manage pupils' behaviour well and make very good use of praise to encourage an 'I can do' attitude in lessons. This means that pupils are keen to do their very best.

Pupils are very well cared for and this helps to ensure that their personal development is excellent. Pupils behave well at all times and they greatly enjoy school. The school is doing a great deal to improve attendance. For example, pupils' attendance is monitored rigorously and absences are followed up quickly. Consequently, attendance rates rose in the last academic year and are now only slightly below average. However, a very small number of parents are still slow to respond to the school's efforts and are not conscientious enough about avoiding unnecessary absences for their children. The outstanding curriculum provides pupils with a wide range of experiences. It successfully reflects their interests and helps pupils to develop a good understanding of how to stay safe at school and at home. Pupils especially like the way that the curriculum is enriched by visits and visitors. This supports learning and personal development extremely effectively, as does the range of activities outside lessons. Pupils develop an excellent appreciation and respect for cultures other than their own. There is a strong and very successful focus on teaching pupils about how to be healthy. Pupils' thorough awareness of healthy diets is reinforced by activities such as The European Healthy Eating Day. Pupils are justifiably proud of their school. They take good responsibility and show increasing confidence in carrying out tasks around school. Members of the school council speak confidently

about how they have helped to improve the environment by tidying the school grounds and replanting the raised beds. Activities such as these prepare them very well for the next stage of their education.

The continued success of the school is the result of outstanding leadership and management, and the staff are well supported by governors. Purposeful leadership from senior managers ensures that the school has continued to move forward. The school's motto of, 'In pursuit of excellence we work together for all the children in our care', is reflected in all aspects of its life. Subject leaders take a strong role in planning for development and in monitoring provision. The school sets itself challenging targets for improvement and standards continue to rise. Excellent systems to track pupils' progress are used extremely well to ensure that those of all abilities do as well as they should, and to provide extra help where it is most needed. A very close check is kept on teaching and learning. Senior staff use the outcomes of lesson observations and comprehensive assessments of pupils' work to identify what needs to be done to improve. Given the school leaders' success in sustaining the good standards and maintaining the school's significant strengths, there is excellent capacity to improve the school even further.

Effectiveness of the Foundation Stage

Grade: 1

Children make excellent progress in the Foundation Stage. Consequently, most children are working at or beyond the expected levels for their age by the end of the Reception Year. Children achieve so well because provision is very well managed and teaching takes close account of children's different starting points to ensure that there are very good levels of challenge in lessons. Staff are clear how young children learn and keep a very close track on their progress. They provide a good balance of activities led by an adult and those initiated by children. The independent tasks are carefully selected so that they enhance and reinforce children's current learning and this is an important factor in promoting their high levels of progress. Adults give children sensitive help throughout the school day and children thrive in the supportive atmosphere. Very good induction systems ensure that children quickly learn new routines when they start school. An excellent curriculum promotes personal skills effectively. The very good range of indoor and outdoor activities encourages children to play together, cooperate with each other and to develop excellent independent skills.

What the school should do to improve further

- Raise rates of attendance by working more closely with parents to promote the benefits of regular attendance.
- Raise standards in mathematics and reading, by fully implementing plans to challenge the higher attaining pupils.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

21 November 2007

Dear Children

Inspection of World's End Infant and Nursery School, Birmingham, B32 2SA

Thank you for welcoming me to your school and for showing me your work. You were very polite and friendly and outstandingly well behaved. I agree with you that your school is excellent and that staff do a lot to help you.

Here are some of the things I found out about your school.

- Excellent teaching helps you to learn new things extremely quickly throughout the school.
- Younger children get a super start in the Nursery and Reception classes, where they work together well and adults plan exciting work to do indoors and outside.
- You really enjoy school because adults make learning interesting by planning many fun activities, and by providing many visits and visitors.
- The school is very successful at teaching you how to keep healthy. Your European Healthy Eating Day sounded like it was great fun!
- Your teachers are very kind and caring; they look after you very well, make lessons fun and give you lots of help when you need it.
- All the staff and governors lead the school very well and they are working very hard to make the school even better.
- Your parents and carers are very pleased that you come to this school.

What I have asked your school to do now.

- Work with parents to ensure that all pupils attend school regularly.
- Continue to help you get even better at reading and mathematics.

I thoroughly enjoyed talking to you about your work and watching you learn, and I wish you well for the future.

Yours sincerely

Paul Weston Her Majesty's Inspector



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