

World's End Junior School Profile

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World's End Junior School

World's End Lane, Quinton
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<http://www.worldsend.bham.sch.uk>

Children's Service Authority:	Birmingham
Age range:	7-11
Number of pupils:	225
Acting Headteacher:	Mrs F K Northey
Chair of governors:	Ms Helen Miles

What have been our successes this year?

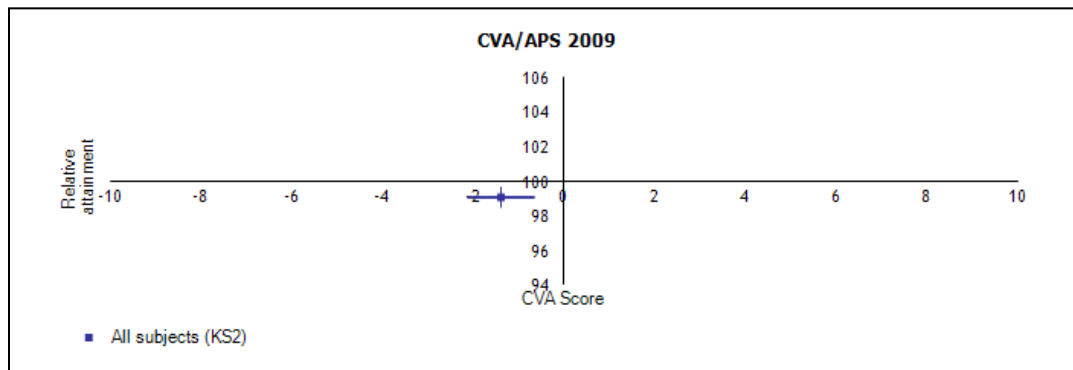
In May 2008, we had a reduced tariff one day inspection by OFSTED. The judgement was that we are "a good school with outstanding features." These features are the quality of leadership and management, pastoral care for the children, the extent to which children adopt safe practices and enjoy their education, the behaviour of the children and the capacity we have to make further improvements. The school holds the national 'Healthy Schools Standard' for our work in developing Healthy Eating and Healthy Lifestyles, and also the national 'Quality Mark' for our work in Literacy and Numeracy. We continue to build upon existing good practice to ensure the renewal of these awards. With the pending retirement of the Headteacher, the strong leadership of the school has been maintained by the internal appointments of an Acting Headteacher in January 2010 and two Acting Deputy Headteachers in June 2010.

What are we trying to improve?

All subject areas have identified skills which are generic to learning such as thinking and questioning skills which transfer across all areas of learning. We have developed a themed approach to the curriculum so that children can more easily make links between the various subject areas. We have an established Curriculum Development Team which is made up of senior leaders, class teachers and teaching assistants. The CDT meets regularly and has a brief to make decisions which will further enhance the curriculum provision in our school. We strive to ensure that the curriculum is fit for purpose in the twenty first century and that it will equip children with the necessary skills and knowledge to be useful members of society. Our curriculum draws together a range of strands which include provision for Gifted and Talented children and for the social and emotional aspects of learning.

With the continuing development of our pupil tracking facility, there is an even greater awareness of the progress of individuals. Training in the use of Assessing Pupil Progress (APP) materials is ongoing, resulting in strengthened teacher judgements, and enabling challenging but achievable targets to be set.

How much progress do pupils make between age 7 and 11?



The chart shows the school's attainment (Average Points Score) relative to the national average (mean) plotted against the school's overall contextual value added.

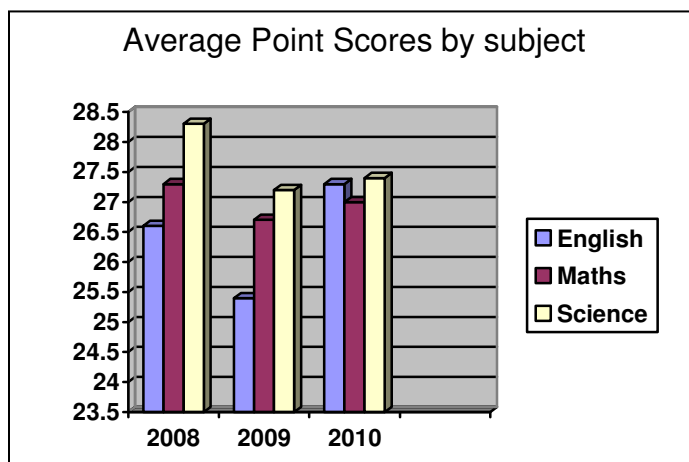
We work extremely hard and in a focused way to enable children to make good or outstanding progress in English and Mathematics throughout the four years in our school. Early diagnosis and analysis of work samples and test data enable us to provide targeted intervention in reading, writing and maths, and to support the children to make better than expected progress. We are confident that we provide the best range of opportunities that we can, and continue to investigate

other ways in which we can further improve the difference we make for the children.

How well do pupils achieve at age 11?

Due to the Headteachers' boycott of 2010 SATS, all end-of key stage levels were teacher-assessed, based on the pupils' progress and achievement over the year. These levels were submitted to the Local Authority and passed on to secondary schools. We aim to ensure that the majority of children in Year 6 achieve level 4 or 5 in English and Maths, and that they achieve at least two levels progress from key stage 1. Information regarding 2010 achievement nationally was not available at the time of publishing, but we expect that the percentage of our pupils who achieved level 4 in both English and Maths will be very close to the national average.

How have our results changed over time?



Results in 2007 saw the school achieve well above national expectations. The following two years saw a dip in results. However, in 2010 standards are once again rising, with attainment in reading and writing well above 2009 levels. In mathematics, progress and attainment are steady, but with a significantly higher proportion of pupils attaining level 5.

We strive to ensure that results will further improve through a planned programme of early interventions and by further improving the quality of teaching and learning in both English and Mathematics.

How are we making sure that every child gets teaching to meet their individual needs?

In our school, we believe that every child really does matter. We understand and appreciate that every child is individual and has unique needs. Our work on inclusion was recognised by Ofsted 2005 as a strength of the school: 'Pupils with

special educational needs are taught very effectively with a good balance of challenge and support.’ This has continued with even further development. All children are set numerical and curricular targets in English and Maths which are reviewed regularly and shared with children and parents. Parents are shown various ways in which they can support their child’s learning at home and help them to make progress. Teachers differentiate the work they provide for children, and children with gifts or talents are given opportunities for challenge, investigation and discovery. Teaching staff are supported by seven full-time and two part-time teaching assistants, plus specialist provision for blind and visually impaired pupils. We employ a full-time learning mentor who supports children and families, and a full-time teaching assistant to work with children with special educational needs.

How are we working with parents and the community?

We recognise the value and the importance of Home and School working together for the benefit of the children. All parents are invited to sign a Home School Agreement, and we strive to involve parents as much as possible in their children’s learning. We communicate effectively with our parents in a variety of ways, eg newsletters, reading diaries, telephone, text, e-mail and face-to-face meetings. We find that staff presence as children exit the school helps to build positive relationships with parents who find it difficult to come into school. Families and carers are actively encouraged to become involved in learning opportunities, to attend seasonal or musical events and dramatic productions, and to celebrate children’s achievements. Regular Parents’ Evenings provide opportunities to share pupils’ targets with parents. Children are encouraged to attend so that they can discuss their progress with their parents and teachers together. We offer INSPIRE workshops which are always well-attended and enjoyed by both adults and children. We have links and support from the local Education Action Zone (Quinzone), the Extended Schools Cluster, and West Midlands Police in order to benefit from a variety of learning opportunities. The provision of a wide range of clubs enables us to benefit from the expertise of the community and to put into place excellent role models for the children’s development. These clubs range from Chess to Early Morning Sports Club. Children’s attention is drawn to community activities through the distribution of leaflets.

What have pupils told us about the school, and what have we done as a result?

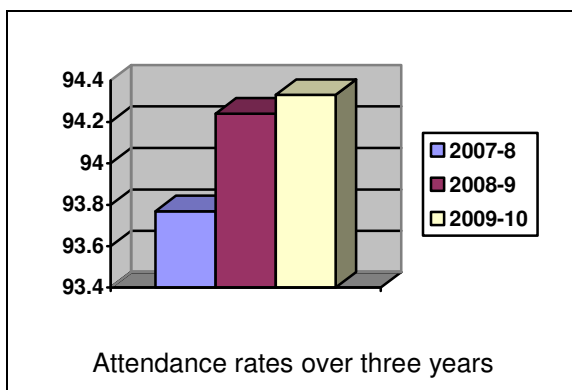
Pupils enjoy coming to school and feel well-supported. This was recognised by Ofsted 2008: ‘Pupils like school. They work hard in lessons and are keen to take

part in extra activities.' Pupils' opinions are valued, and sought regularly throughout the year on a range of themes such as Bullying, Healthy Living and Staying Safe. The School Council are the voice of the pupils, actively seeking children's opinions and raising funds for play facilities. They also contribute to the staff appointments process.

How do we make sure our pupils are healthy, safe and well-supported?

The school holds the national 'Healthy Schools Standard', demonstrating our commitment to ensuring that our children are healthy, safe and well-supported. Children are taught to lead a healthy lifestyle through opportunities in the curriculum, presentations and assemblies. The introduction of Social and Emotional Aspects of Learning (SEAL) this year provides a planned programme of assemblies and teaching activities covering themes such as New Beginnings, Going for Goals and Relationships. Children are confident to approach staff members if they have a concern, and there is a 'Problem Box' located in the entrance hall where children can leave a note for the Learning Mentor. Bullying is not tolerated and the few isolated incidents which occur are dealt with swiftly, involving parents as appropriate. Safeguarding procedures are followed rigorously and all staff are trained regularly on safeguarding issues and medical conditions of children who attend World's End Junior School. All children have two hours of P.E. lessons each week and there is a rich and varied programme of out-of-hours clubs for children to attend.

How do our attendance rates compare with other schools?



Our attendance rates have been steadily improving and compare well with both other schools in the area and nationally. Children enjoy coming to school and want to be here. Attendance is monitored closely and parents are expected to

contact school on the first morning of any absence. Uninformed absence is followed up by either a text message or telephone call from school. The school also monitors pupils who arrive late, and persistent lateness is addressed by regular communication with parents. The school supports good attendance by the presentation of a weekly award for the class with the highest percentage attendance, and end-of-term awards include certificates for individuals with excellent attendance.

What activities and options are available to pupils?

Children have access to the full range of subjects provided by the National Curriculum: English, Mathematics, Art and Design, Design and Technology, History, Geography, Music, PE, RE, Computer Technology, French and SEAL. We use a variety of teaching approaches to meet the many learning styles of the children, and strive to ensure that children are engaged and motivated to learn. Classrooms are equipped with interactive whiteboards, and we have a computer suite with sixteen PCs and a satellite suite with a further five PCs. All classrooms have their own computer. This means that children are given the best opportunities to practise and further improve their computing skills. In the light of budget constraints, the school continues to investigate ways to support enrichment activities such as educational visits and visitors to school. However, we are currently developing a programme of out-of-hours enrichment activities either during evenings or weekends, supported by staff volunteers.

What do our pupils do after leaving this school?

On leaving our school, the majority of Year 6 pupils transfer to local secondary schools, with Four Dwellings High School being the most popular choice for parents. We have very good links with Four Dwellings High School, and one of the Assistant Headteachers serves on our Governing Body. Some children transfer to Shenley Court, Lordswood Girls or Boys Schools, Bartley Green School and Harborne Hill. Others go to secondary schools outside Birmingham Local Authority, such as Hagley High School, Perryfields, Earls, Windsor or Leasowes, which are in Sandwell or Dudley. Some children sit, and pass, the entrance exam for the grammar schools in the King Edwards Foundation. We strive to maintain close links with the schools we feed into and are always pleased to receive news of past pupils.

What have we done in response to Ofsted?

Ofsted 2008 judged us to be 'a good school with outstanding features'. We are continuing with our programme of rigorous self-evaluation, monitoring and assessment, and ensuring that the teaching and learning are of the best quality that we can provide. In addition, we are striving to ensure that we make outstanding provision for children's social and emotional development, as well as all of the 'Every Child Matters' outcomes: 'Be Healthy', 'Stay Safe', 'Enjoy and Achieve', 'Make a Positive Contribution' and 'Achieve Economic Well-Being'. We continue to work closely with parents to ensure that our attendance figures continue to improve.

More information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone: 0121 464 5913

Our website: <http://www.worldsend.bham.sch.uk>
