

# Yorkmead Junior and Infant School

York Road, Hall Green, Birmingham, West Midlands B28 8BB

## Inspection dates

11–12 October 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The recently appointed headteacher and his deputy have quickly and effectively turned around a decline in the quality of teaching. As a result, teaching has improved further since the previous inspection.
- Teachers know their pupils very well. This means they tailor lessons to suit each individual pupil. This is why pupils make good progress.
- Pupils make good progress across the school in a wide range of subjects. As a result, standards are back to where they should be after a dip in recent years.
- Children in the early years settle quickly into school life. They are taught well. Consequently, they make good progress in all areas of learning.
- The school promotes pupils' personal development and welfare very well. Pupils are happy, confident and self-assured. They are becoming well prepared for the responsibilities and opportunities of adult life.
- Pupils behave well at all times. They are courteous to adults and to each other. They work hard in lessons and play together happily at breaktimes.
- Some aspects of leadership are exceptionally effective. The senior team is highly skilled at bringing about necessary improvements. They identify with pinpoint accuracy what needs to change and work with drive and determination to make it happen.
- Subject leaders contribute well to improving the quality of teaching. As a result, outcomes for pupils are good and improving further, particularly in English and mathematics.
- Other aspects of leadership are not as effective. For example, governors do not have as detailed a view of the school's effectiveness as they should do. As a result, governors do not challenge senior leaders well enough to hold them sharply to account for the quality of education. Leadership in some areas lacks the same high degree of strategic vision and drive as is shown by the senior team.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since he became acting headteacher in January 2017, the headteacher has taken decisive and effective action to improve the quality of education provided by the school. This is because he is determined that every pupil deserves nothing but the very best. After being appointed to the role permanently in April, he has created a highly effective senior team. This team shares his vision and is systematically putting into place everything it sees as necessary to achieve this ambition.
- The headteacher's first priority was to tackle any weaknesses in the quality of teaching. He has done so quickly and effectively. He and his senior team hold teachers closely to account for the progress of their pupils. Effective training and support are provided if needed. Teachers must show this is making a difference. This is why the quality of teaching has further improved since the previous inspection.
- The next planned improvements are set out in a detailed plan. Actions chosen are designed clearly to make a difference to pupils' outcomes in a range of subjects. The implementation of this plan is in its early stages. Nevertheless, the actions are already making a big difference. For example, the new approach to teaching handwriting is working well. Pupils' books show an impressive degree of improvement in the few weeks since the beginning of term.
- An important development is the design and implementation of a system that tracks pupils' achievement. The new approach generates extremely useful data about pupils' progress. As a result, leaders are able to analyse the information to spot even more quickly any pupils who may be falling behind. This system has been introduced very recently. Consequently, only a limited amount of information is available to date. More is being generated all the time. Therefore, senior leaders are building an accurate picture of pupils' outcomes which they intend to share frequently with governors.
- Pupils describe the school's curriculum as 'inspiring'. They spoke animatedly to inspectors about the rich experiences they have. Leaders ensure that pupils have opportunities to excel in many ways. For example, all pupils learn at least one musical instrument and have the chance to perform in public. The curriculum explicitly promotes pupils' problem-solving and research skills. Similarly, pupils' self-awareness, social skills and knowledge about how to stay safe are built effectively through different subjects.
- The curriculum and the wider work of the school promote pupils' spiritual, moral, social and cultural understanding very well. For example, Year 6 pupils are able to discuss issues such as mental health and forced marriage sensitively, knowledgeably and confidently. Similarly, the many opportunities to take on responsibility develop pupils' leadership skills and prepare them for the world of work.
- Leaders ensure that the culture of the school strongly promotes equality. The school's values are based firmly around this principle. Pupils follow a structured programme of activities to promote their understanding of the Equality Act. This supports leaders' zero tolerance of discriminatory attitudes or behaviour.

## **Quality of teaching, learning and assessment**

**Good**

- Pupils get on well with their teachers. This helps pupils feel safe to challenge themselves. As a result, they enjoy lessons and work hard. These strong relationships provide the basis for effective teaching across the school.
- Teachers know their pupils very well. They accurately assess what each pupil can do. This helps teachers plan activities that are well matched to pupils' abilities. In this way, teachers systematically build pupils' knowledge and skills.
- Teachers ensure that lesson time is used well. Lessons get off to a prompt start and proceed swiftly. This means that no learning time is lost.
- Teachers have changed the way they teach writing this year. This has led to a big improvement in the quality of pupils' work. Teachers show pupils the best way to construct different types of writing. This helps pupils tackle their work confidently. It also helps the most able pupils to spot ways in which their writing could be improved.
- The approach to teaching mathematics is relatively new. Teachers are increasingly successful at developing pupils' mathematical thinking. Pupils' work shows they are becoming adept at applying their number knowledge to solve increasingly complex mathematical challenges.
- Teachers ensure that pupils know how to complete work successfully. They show exactly what a good piece of work will look like, then guide pupils skilfully to achieve the expected standard. The school's policy is to give precise feedback along the way and to write comments in pupils' books afterwards. This helps pupils know how they are doing and how to make improvements.
- Teachers throughout the school place great emphasis on developing pupils' communication skills. As a result, pupils learn to speak confidently in public situations and to listen well to each other. This benefits pupils who speak English as an additional language in particular, as it helps them to learn the language quickly.
- Teachers are skilled at using questions to support and challenge pupils. They guide pupils to explain what is in their head and then probe further. This helps pupils clarify their knowledge and leads to deeper understanding.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. This is because pupils' welfare and happiness are seen to be of utmost importance. Therefore, staff do all they can to secure pupils' well-being. As a result, pupils enjoy coming to school and are happy, confident learners.
- Pupils' self-confidence and enjoyment of learning is evident. They work hard in lessons and are keen to talk about their work. They are proud of their own efforts and quick to praise others for trying hard.
- The school provides lots of opportunities for pupils to experience genuine responsibility. Pupils relish these. For example, Year 6 pupils love having 'work

- In recent years, there have been dips in attainment to below national averages in some subjects. However, pupils' books show that this has been remedied and that pupils who are currently at the school are working at appropriate standards for their ages. This is because leaders worked out what was going wrong and took effective action. For example, the new approach to teaching mathematics is driving up pupils' attainment. It is now in line with the national average and is improving year on year.
- Pupils learn quickly to read because they are taught the basics of how to decode words effectively in the early years and key stage 1. They use this knowledge of phonics confidently to tackle new words. As they get older, pupils develop a love of reading. They enjoy sharing books and reading for themselves. Some pupils have, in the past, struggled to fully understand their books because they found it hard to work out meaning that was not explicitly written in the text. Better teaching of reading is now addressing this problem effectively.
- Pupils who have special educational needs and/or disabilities are well provided for. The carefully designed support helps them make good progress in a range of subjects.
- The pupil premium funding is targeted effectively at helping disadvantaged pupils to achieve well. As a result, disadvantaged pupils are beginning to catch up with other pupils nationally in reading, writing and mathematics.
- The most able pupils currently in the school make good progress. This includes the most able who are disadvantaged. This is because they are given challenging work. As a result, more pupils are now demonstrating the greater depth of mathematical understanding and more sophisticated writing skills that they are capable of, given how well they have attained in the past.

### **Early years provision**

### **Good**

- When children start school, either in the Nursery or the Reception classes, most have fewer skills than typical three- or four-year olds. Many struggle to communicate because they have underdeveloped speaking and listening skills. In addition, a large proportion also speak English as an additional language. This combination of issues creates a substantial barrier to learning. Teachers and teaching assistants in the early years work hard to help children overcome these barriers and are skilled at doing so. As a result, children get off to a good start. This lays the foundations for a successful school career.
- Teaching is good in the early years. Adults work together well to build a picture of what children can do and what will help them learn best. Children are captivated by the rich variety of interesting activities on offer. The choice of activities is selected carefully so that children practise their growing skills by exploring and finding things out for themselves.
- As a result, children make good progress in all areas of learning. By the end of the Reception Year, the majority have attained the necessary skills to equip them for the demands of Year 1. Given their low starting points, these outcomes are good.
- All adults in the early years consciously provide very good role models of effective communication. They speak using quality language. They interact very well with children when they are playing. They question children effectively when working closely

## School details

Unique reference number	103284
Local authority	Birmingham
Inspection number	10025258

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	466
Appropriate authority	The governing body
Chair	Barbara Marsh
Headteacher	Alex Newman-Smith
Telephone number	0121 464 4215
Website	<a href="http://www.yorkmead.co.uk">www.yorkmead.co.uk</a>
Email address	<a href="mailto:enquiry@yorkmead.bham.sch.uk">enquiry@yorkmead.bham.sch.uk</a>
Date of previous inspection	20 March 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than average. Pupils come from a diverse range of ethnic backgrounds. The majority speak English as an additional language.
- The current headteacher became acting headteacher in January 2017. He was appointed to the permanent post in April 2017. The deputy headteacher was appointed to the role from the beginning of this academic year.
- The school includes a nursery unit for three- and four- year olds.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017