

World's End Infants and Nursery School

School Profile



At World's End Infant and Nursery School and Visually Impaired (VI) Resource Base, our aim is to provide a rich and exciting curriculum, one where children can: "Reach for the Stars – Never Stop Believing". We embed our school values and vision into everyday school life, and demonstrate them by giving children responsibilities, through policies, sport, interactions with the wider community, our actions and words and our high expectations for behaviour.

Our goal is to ensure that when every child leaves our school, they are:

- Explorers
- Authors
- Scientists
- Mathematicians
- Readers
- Creators
- Thinkers
- Resilient
- A Friend
- Important
- Loved
- Aware of their rights as a child

...and ready for the next part of their school journey.

To help us embed these values, our school has subscribed to the UNICEF Rights Respecting School Award in the **silver** category. This means that we embed knowledge and understanding of the UN Convention on the Rights of the Child throughout the school curriculum.

As part of our PSHE curriculum, children are taught to know their rights. In particular:

- The right to an education
- The right to be safe
- The right to good health
- The right to relax and play
- The right to be respected and cared for no matter where you come from
- The right to be heard

The School

Our school is a popular three-form entry Infants and Nursery school in Quinton, Birmingham. We also have a VI Resource Base. The school is co-located on a site with the adjoining Junior School. The Resource Base is shared with the Junior School. There are also arrangements to share some site costs, although both schools are separate entities.

The site is a modern, accessible building and substantial works to maintain the roof have recently been completed.

There are currently 313 pupils on the roll (as at Spring 2025), of which 39% of pupils are eligible for Pupil Premium funding.

Our school is a diverse community where all are welcome: 27% of pupils have English as an additional language and 18.5% of pupils are on the SEND register.

Staff

We are very fortunate to have a very dedicated staff. We have a high proportion of long serving staff.

The Senior Leadership currently consists of a Headteacher, Deputy Headteacher and an Assistant Headteacher.

The SLT is supported by an experienced Team of Middle Leaders including an English Lead, Year 1 Lead and an EYFS Lead.

Reputation

Our school is well regarded within the local community. We recently expanding our Nursery provision with the introduction of a new additional class from September 2025 following demand and has therefore supported strengthening our ~~and with a view to future-proof our~~ financial position for 2025-26.

Outcomes and Performance Data

EYFS Data

2023-2024	
Area of Learning	GLD
Communication and Language	84%
Physical Development	78%
Personal, Social and Emotional Development	82%
Literacy – Comprehension	70%
Literacy – Word Reading	67%
Mathematics – Number	76%
Mathematics – Numerical Patterns	75%
Understanding the World	83%
Expressive Arts and Design	78%

Year One Phonics

2023-2024	
School	61.6%
National	80%

Outcomes at the end of KS1

2023-2024	
	Meeting Age Related Expectations
Reading	65%
Writing	58%
Maths	60%

Strategic Priorities

The Governing Body has agreed the following strategic priorities for this year:

Priority 1: To develop the teaching of phonics to improve reading outcomes and to demonstrate a good level of development.

Priority 2: Introduce NCET Mastering Number programme across the school to improve fluency in Number facts. Ensure the maths curriculum meets the needs of all children through effective identification and addressing gaps in learning. Strengthen our quality first teaching and raise teacher's expertise in the teaching of early maths.

Priority 3: SEND and Behaviour - To meet SEND Statutory duties, ensure effectiveness of provision, behaviour will be managed consistently across the school.