

Lozells Junior and Infant School and Nursery

Inspection report

Unique Reference Number	103227
Local Authority	Birmingham
Inspection number	363674
Inspection dates	6–7 July 2011
Reporting inspector	Michael Sheridan HMI

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair	Theresa Kraft and David Tucker
Headteacher	Jas Sohal (Acting headteacher) and Pat Walters (Executive headteacher)
Date of previous school inspection	27 April 2010
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Age group	3–11
Inspection dates	6–7 July 2011
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**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group 3–11
Inspection dates 6–7 July 2011
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. Inspectors observed learning in 28 lessons taught by 16 teachers. Meetings were held with staff and leaders from this school and from the co-located high school. Further meetings were held with pupils, the Chair of the Governing Body, and the local authority. Inspectors observed the school's work, and looked at tracking information for different groups of pupils, policy documents, work in pupils' books, documents relating to school improvement work and school improvement planning. Inspectors considered the views of staff, pupils and 163 parents and carers as expressed in returned questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent have the improvements in progress since December 2010 eradicated previous underachievement?
- How effectively has the school tackled gaps in achievement between different groups of pupils?
- How effective is the support for pupils who speak English as an additional language?
- What has been the impact of the partnership working with Holte Visual and Performing Arts College in improving the quality and capacity of leadership?

Information about the school

This is a larger-than-average school. Most pupils are from minority ethnic groups. Twenty two nationalities are represented, the largest ethnic groups being Bangladeshi, Pakistani and Somali. Over three quarters of the pupils speak English as an additional language, including many who speak little or no English when they start school. The proportion of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils with special educational needs and/or disabilities is also well above the national average.

The school moved into new, purpose-built premises in February 2011. It is co-located with a secondary school and a special school. Ongoing building works and regeneration mean that the grounds and outdoor facilities are not yet complete. The school has had an acting headteacher since November 2010. In November 2010, the school entered into a soft federation with Holte Visual and Performing Arts College. The headteacher of the Holte Visual and Performing Arts College was appointed executive headteacher of the federation. Several senior positions are shared between the two schools, including the leadership of special educational needs and/or disabilities and some subject leadership. The deputy headteacher was appointed in January 2011.

In April 2010, the school was given a notice to improve. In December 2010, one of Her Majesty's Inspectors visited the school to consider the progress that had been made against the areas for improvement. At this time, the school was judged to have made inadequate progress against the areas for improvement.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Highly effective leadership has galvanised the support of the school's staff so that, collectively, they have driven impressive improvements in the quality of provision, which is now good. These improvements demonstrate the school's outstanding capacity for sustained improvement. In a relatively short time, rates of progress have been improved considerably throughout the school so that previous underachievement is almost completely eradicated. Different groups of pupils perform equally well. Accurate monitoring of pupils' progress ensures that any groups or individuals who begin to fall behind are quickly identified and benefit from effective interventions. As a consequence of this rapid and decisive action, some groups of pupils have made outstanding progress to catch up. Pupils in the current Year 6 have overcome significant underachievement to reach broadly average standards.

The federation with the co-located secondary school has been highly successful in adding capacity to leadership and developing the quality of teaching. Leaders have a very accurate view of the school's strengths and areas for continued improvement. The executive headteacher has driven school improvement, bringing in expertise from her outstanding high school and beyond to enhance and develop the existing leadership skills in the primary school. Every member of the leadership team understands their role and illustrates passionately the impact of their actions.

Pupils join the school with skills that are well below those expected for their age. They have a good start in Nursery and Reception so they are well prepared for Key Stage 1, with skills just below those expected for their age. Many pupils start school with limited English. Bilingual support is focused in the Early Years Foundation Stage so that, by the time pupils reach Year 1, their grasp of English is sufficient to give them access to the curriculum without additional support. When language support is needed outside of the Early Years Foundation Stage, this is well planned, taking full account of individual pupils' needs so that they quickly catch up with their peers.

Teaching and curriculum have improved considerably. However, the quality of teaching is not as good in all subjects as it is in English, mathematics and science. The school has ambitious plans to develop the broader curriculum further so that opportunities to develop skills are clearer and teachers will be able to make links between subjects.

Governance is satisfactory. All statutory duties are met and governors have individually been effective in supporting and guiding the school through a period of considerable change. However, too little information is shared and challenged by the governing body as a whole. As a result, members of the governing body do not always have a full opportunity to provide challenge to school leaders in all areas.

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What does the school need to do to improve further?

- Embed and consolidate the improvements seen in teaching and the curriculum by developing the quality, pace and skill development, evident in English and mathematics and science lessons, in all subjects.
- Develop and formalise a consistent approach to monitoring the work of the school and feeding back to the wider governing body so that all governors have a shared knowledge of different areas of the school's work.

Outcomes for individuals and groups of pupils

2

Pupils are very happy in their lessons and around school. They enjoy the range of activities on offer and work hard to meet their teachers' high expectations, particularly in literacy and numeracy. Pupils are well prepared for the next stage in their education. Work in pupils' books shows that many have made rapid progress in the last six months. In lessons, pupils respond very well to the interesting ways that teachers capture their imaginations. Pupils in Year 2 were very excited to write about dinosaurs. This was made interesting by the use of model dinosaurs and imaginative displays, such as the outline of a dinosaur marked on the floor with 'Crime scene. Do not enter.' written around it. Pupils were captivated by this and adults used it to good effect while maintaining their focus on improving literacy skills. Pupils' mature attitudes and good behaviour enable them to make the most of the opportunities provided. Good opportunities to apply skills in real-life situations effectively promote pupils' skills that contribute well to their future economic well-being.

Pupils say that they feel safe in school, and their parents and carers agree. Bullying is rare and pupils find adults are approachable when they have a problem or concern. Pupils learn about staying safe and are able to give good examples of ways they can do this in their everyday lives. Pupils say that behaviour has improved since the last inspection. The school's records and inspection evidence confirm this to be the case.

Pupils contribute well to the school community. Their ideas and suggestions have been taken into account during the design of their new building. Pupils take on a range of responsibilities, for example, as school councillors, playground buddies and peer mentors. Groups of pupils have been involved in the design of regenerated parts of their local community, working with planners to put their ideas forward. Pupils from different background get on noticeably well together and this contributes greatly to the positive and inclusive atmosphere around school.

Attendance has improved since the last inspection. The number of pupils who are absent for long periods has reduced significantly. Attendance is now broadly average.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching has improved considerably and the great majority is good. Teachers plan exciting lessons, using highly interesting themes that motivate pupils by capturing their imagination. In mathematics lessons, real-life situations are used well to give problem-solving meaning and to develop pupils' understanding of how skills are relevant and applicable in later life. In the great majority of lessons, work is very well matched to the needs of individuals. Good-quality additional small-group support is effective in ensuring specific groups catch up and achieve in line with their peers. Teaching assistants are skilled at asking questions that make pupils think about how they can improve their work. In a minority of lessons where teaching is satisfactory rather than good, lessons tend to lack pace so pupils are less focused on the tasks in hand. In some of these lessons, teachers do not make it clear to pupils what it is they should be learning. As a result, there are times when pupils are not fully focused on how to improve their skills and knowledge.

The curriculum provides a range of exciting activities that motivate pupils by bringing learning to life. The school is awash with innovative displays and activities that link learning through activities that cross subject boundaries. For example, pupils in Year 3 bred butterflies and this experience was used very effectively to stimulate work in English and science. Trips and residential experiences are used well to further enhance learning. The federation with the co-located secondary school enhances provision in a highly

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effective manner by making specialist teachers available to support or lead curricular development. As a result, the curriculum in, for example, modern foreign languages and physical education has improved considerably.

Pupils are very well cared for by staff. Relationships between staff and pupils are very strong. As a result, pupils enjoy being at school, behave well and share a mutual respect with adults. Potentially vulnerable pupils are supported well by school and other agencies. The learning mentor is effective in working with pupils in challenging circumstances. Pupils with special educational needs and/or disabilities are given excellent support and guidance. The school has been successful in improving attendance. The number of pupils who are persistently absent has been reduced significantly.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The significant and impressive improvements seen since December 2010 have been driven by a highly experienced and talented leadership team. Senior leaders have inspired staff in driving school improvement. Teaching has improved because of the exceptionally well placed professional development that is well tailored for individuals. The school is able to point to striking examples of how coaching and mentoring have supported teachers in improving their practice. Pupils' performance data is used very well. Leaders have a clear view of how well each pupil is doing. Action to tackle underachievement is highly effective.

The work done in partnership has been key to the rapid improvements seen. The executive headteacher has been quick to bring in external expertise where appropriate and this has been highly effective. An experienced deputy headteacher has been appointed and this role brings an expertise in primary education that the largely secondary-based senior leadership team did not have. Partnership with the local authority has improved significantly and is now good.

The school promotes equality of opportunity well. All statutory duties are met. Performance data for all significant groups is effectively analysed. This data and the work observed in classes shows that all groups perform equally well and that achievement is rising for all. There are striking examples of some groups of pupils making outstanding progress to overcome previous underachievement and catch up with their peers.

Community cohesion is promoted well. Leaders understand the diverse communities they serve and have successful strategies for promoting an acceptance and appreciation of different cultures. The school community is harmonious with few racist incidents. Pupils from different ethnic backgrounds get on notably well together. Pupils have opportunities

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to engage in a range of experiences beyond their local community. Pupils raise money for charities and, through this, learn about wider global issues.

The governing body has been through a challenging period that has been complicated by the building project and significant instability in senior leadership over several years. The governing body meets its statutory duties. All appropriate checks and monitoring takes place. However, governors do not always share information about monitoring with each other effectively. Safeguarding arrangements meet statutory requirements.

Documentation and record keeping is exemplary. Additional safeguarding considerations, because of the ongoing building work, are effective in ensuring pupils remain safe and the school remains secure.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children happily engage in a range of exciting activities that have been well designed to meet their particular needs. The indoor and outside areas of both reception and nursery are bright, welcoming and well resourced. Early language development is well supported so that children who start school with limited English develop their oral competence quickly. Adults are skilled at assessing children's needs and achievements. This information is used well to plan next steps for children and, as a result of this, they make good progress. There is a good balance between activities that pupils choose themselves and those that are led by an adult. Children develop good habits of behaviour. They cooperate well and learn to take responsibility for themselves.

Relationships between adults and children are very good. Children clearly trust the adults around them and respond well to their encouragement and questioning. The unit is well led and managed. Adults have a good understanding of the roles they fulfil. Even though staff are in a new purpose-built unit, they have plans for further development, particularly

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outside where their well thought out ideas are expected to further enhance the already good provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers were very positive about the school. Almost all said that their children enjoy school. Several expressed their appreciation for the new school building. A few parents and carers had some concerns about how the school deals with unacceptable behaviour. Inspectors found that behaviour is improving as a result of the school's actions. A few parents and carers stated that the school does not take account of their suggestions and concerns. Several wrote comments explaining their concerns. Inspectors found that, while these may have been the case until recently, the school has improved in almost all of the areas mentioned.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lozells Junior and Infant School and Nursery to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 163 completed questionnaires by the end of the on-site inspection. In total, there are 466 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	50	78	48	3	2	0	0
The school keeps my child safe	92	56	66	40	3	2	2	1
My school informs me about my child's progress	76	47	80	49	6	4	1	1
My child is making enough progress at this school	77	47	78	48	7	4	0	0
The teaching is good at this school	75	46	78	48	7	4	1	1
The school helps me to support my child's learning	74	45	74	45	10	6	4	2
The school helps my child to have a healthy lifestyle	73	45	85	52	3	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	65	40	78	48	8	5	9	6
The school meets my child's particular needs	68	42	80	49	6	4	6	4
The school deals effectively with unacceptable behaviour	59	36	86	53	12	7	3	2
The school takes account of my suggestions and concerns	60	37	80	49	9	6	12	7
The school is led and managed effectively	66	40	78	48	7	4	8	5
Overall, I am happy with my child's experience at this school	77	47	77	47	5	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 July 2011

Dear Pupils

Inspection of Lozells Junior and Infant School and Nursery, Birmingham, B19 2EP

You may remember that I came to your school recently with three other inspectors. This letter is to let you know what we found out. We found that your school has improved a lot since inspectors last visited. Your teachers and leaders have made outstanding progress in making your school a better place to be. Your school is now a good school because you do well in your lessons. We were particularly pleased to see that many of you have caught up because of the extra help you have had and the better teaching and feedback you have received.

We enjoyed so much of your learning that I cannot mention it all in this letter. We enjoyed the writing Year 5 did around the book Tuesday. The experiment to identify a mystery organism that this book inspired looked to be great fun and you were learning all sorts of scientific investigational skills as well. In Year 2, we enjoyed your writing about dinosaurs and I know that inspectors were intrigued by your dinosaur 'crime scene'. We spent a lot of time talking about how exciting your learning was. It was good to see the vegetables you have grown and to hear about the butterflies you observed as chrysalides. Your curriculum is really exciting and helps you in developing your literacy and numeracy skills.

We have asked your school to continue to develop the quality of teaching and the curriculum so all of your activities are as interesting and all the teaching makes the best use of these in helping you to develop your skills. You can help by telling your school councillors about the kind of things you would like to see happening in different subjects.

We have also asked the governing body to consider how they monitor the work of your school. This is so that all governors know what is happening in different parts of the school and so they can help the school continue to improve.

I would like to finish by saying how impressed we were with your attitudes to school and to each other. You are all a credit to your school and families. You have my best wishes for the future.

Yours sincerely

Michael Sheridan

Her Majesty's Inspector

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