

Lakey Lane Junior and Infant School

Inspection report

Unique Reference Number	103223
Local Authority	Birmingham
Inspection number	376854
Inspection dates	14–15 November 2011
Reporting inspector	Keith Sadler

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	The governing body
Chair	Don Abbey
Headteacher	Louise Cockell
Date of previous school inspection	20–21 January 2009
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Introduction

This inspection was carried out by three additional inspectors, who observed 28 lessons taught by 16 different teachers and practitioners. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. They observed the school's work and looked at a wide range of documentation. This included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff, pupils in Key Stage 2 and from 63 parents and carers were analysed and their responses taken into account.

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

- Inspectors analysed pupils' progress in Years 3 to 6 and the extent of the success of the school's priority to accelerate learning in mathematics.
- They explored the strength of the progress in learning of more able pupils.
- Inspectors considered whether the pace of learning is sufficiently brisk and whether work set is suitably challenging for all groups of pupils.
- They investigated whether the provision for outdoor learning in the Early Years Foundation Stage is sufficiently strong to meet children's learning needs.

Information about the school

Lakey Lane is much bigger than most primary schools and it is heavily over-subscribed. It is situated in the Hall Green area of south-east Birmingham. Most pupils live near to the school though an increasing number live in other parts of the city. A large majority of pupils are from minority ethnic groups and this is three times the national average. About a third are Asian, or Asian British of Pakistani origin, and about a quarter are White British. The rest are from a wide range of other ethnic groups. A majority of pupils speak English as an additional language but only a few are at an early stage of learning English. Currently there are 27 different home languages spoken. The proportion known to be eligible for free school meals is more than twice the national average. The proportion identified as having special educational needs and/or disabilities is average. Most of these pupils have learning difficulties. The number of pupils entering or leaving the school is much higher than the national average. For example, of the 49 pupils currently in Year 6, 26 joined the school after the start of their Reception year.

Lakey Lane Pre-School is accommodated on the school site. This is not managed by the governing body and is subject to a separate inspection. The school has gained a number of awards including Healthy School status and the Artsmark Silver award.

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

2

Main findings

Lakey Lane provides a good education for its pupils. Pupils make good progress in both their academic and personal development. Pupils' individuality and uniqueness are celebrated and the school provides a warm and welcoming atmosphere which results in a harmonious and cohesive community. The school's diversity is seen as a cause for celebration. The staff ensure that pupils feel extremely safe and that the needs of each individual pupil are met exceptionally well because the care, guidance and support provided are outstanding. Pupils' enjoyment of school is reflected in their rapidly improving attendance. By the time pupils leave in Year 6, they are confident, secure young people who have high self-esteem and are prepared well for their move to secondary school and life beyond.

Parents and carers are delighted with the support provided for their children. Their highly positive views are summarised by the parent who wrote: 'I am very pleased with how the school is led and how well the teachers teach my daughter. I am very proud to be a parent of the school.' The school enjoys an excellent partnership with parents and carers and levels of engagement are high. Parents and carers are particularly grateful for the many workshops available and also the wide range of courses that the school provides for them including very popular English as a second language, computers and even keep-fit courses.

Children enjoy a good start in the Nursery and Reception classes and the good progress they make there continues throughout the school, with pupils reaching average levels of attainment overall by the time they leave at the age of 11. Attainment is above average in English and pupils make particularly good progress in their reading and writing skills. Progress in mathematics is less consistent. Even though a majority make good progress, that of the more able pupils is satisfactory. This is because these pupils' skills in applying their good calculation strategies in practical and investigational maths are less well developed. Even so, the more able pupils make good progress in English and the proportion gaining the higher Level 5 in Year 6 tests is above average. The school is increasingly successful in reducing other variations in attainment and progress. This is because tracking data are used exceptionally well by the staff to ensure that work is consistently set at a challenging level for all groups of pupils. This ensures good progress in all year groups. Even so, at the end of Year 6, the proportion gaining the higher level in mathematics lags behind that of English.

Teaching is effective. Most lessons seen during the inspection were good or better

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and this is the result of the good leadership and management of teaching and learning. Many strengths are evident including the excellent use of data to plan lessons to meet the needs of pupils of all abilities, high expectations and, above all, positive relationships and behaviour management. This results in all classrooms presenting with a calm and purposeful atmosphere in which pupils enjoy learning. Occasionally, teachers talk for too long and this slows the pace of learning. In addition, in the few instances of satisfactory teaching, teachers' questioning was not sufficiently demanding to enable the pupils to provide extended answers. This limited the opportunity that pupils had to rehearse newly introduced vocabulary in lessons.

The leadership and management of the headteacher are excellent. Many parents and carers wrote about her skills and commitment. As one commented, 'The most outstanding aspect of our school is the headteacher. She is helpful, friendly and an excellent leader.' Her determination and ambition to continue the strong trend of school improvement is shared by other leaders, staff and the governing body. It is underpinned by rigorous monitoring, accurate self-evaluation and high quality planning for further development. This drive for success, combined with a record of good improvement in addressing issues identified at the previous inspection, demonstrates that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Lift the quality of teaching and learning from good to outstanding by:
 - ensuring that pupils' skills in practical mathematics are strengthened, particularly for the most able
 - making sure that teachers do not spend too long introducing activities so that the pace of learning is good
 - strengthening teachers' questioning skills to those of the best, so that staff demand extended answers from pupils

Outcomes for individuals and groups of pupils**2**

Many pupils say that they greatly enjoy their learning, which stems from the good rapport they have with each other. They are well motivated and relish the work they are given and this results in positive attitudes and good progress. For example, in a good quality Year 5 literacy lesson in which the pupils were identifying features of persuasive writing in an advertisement, because the teacher made the task relevant and interesting, pupils thoroughly enjoyed the activity and produced high quality success criteria for this genre of writing. Many children join the school with attainment that is below age-related expectations particularly in their communication, language and literacy skills. They go on to leave the school with average levels of attainment, and increasingly with above average standards in English. The work seen by inspectors in lessons and books confirms that pupils, including those in the early stage of speaking English and those with particularly low levels of prior attainment, are working at the levels expected of them. The school's comprehensive data about attainment indicates that pupils' progress is consistently good in all year groups and

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is accelerating. Pupils with special educational needs and/or disabilities make similar progress to their classmates. This is because their needs are quickly identified and good programmes of targeted support are provided for them. Pupils who speak English as an additional language acquire English quickly and make good progress because of particularly good support. This is tailored closely to their individual needs when they first arrive.

Pupils explain enthusiastically about the value of adopting healthy lifestyles and the need for exercise. Their adopting of a healthy lifestyle is reflected in the gaining of the Healthy School award. Behaviour is good and, as one pupil suggested, ‘School rules are set nicely and they help us to have a better life in school.’ They eagerly take advantage of the opportunities to participate in the life of the community. The school council is particularly influential. For example, representatives regularly meet with ward councillors to discuss local issues such as the recent review of the safety of Fox Hollies play areas. Pupils enjoy taking responsibility such as the wide range of monitor opportunities available to them. Year 3 pupils particularly relish the chance to be singing leaders on the playground at lunchtimes.

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	1
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

How effective is the provision?

Teaching is lively, tasks and concepts are explained well and activities provide effective challenge so that most pupils learn at a good pace. Data are used well to identify groups of pupils who are not working at age-related expectations. These pupils are then provided with particular support to accelerate their progress. For

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

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example, a group of Year 4 pupils were given outstanding support in extending the use of connectives in their writing. In this lesson, the teacher used a model of a pirate ship to engage the pupils as she focused exceptionally well on developing pupils’ positional language such as ‘behind’, ‘above’ and ‘below.’ Pupils then used this vocabulary exceptionally well to provide a wide variety of starters and connectives as they wrote their sentences. Effective use of activities, such as ‘talking partners,’ linking letters and sounds and ‘big write’ helps pupils to make good progress in their speaking and reading.

Curricular provision is good and helps pupils to make good progress in their learning. Provision in English is a strength. The systematic development of reading and writing skills is securely embedded and helps pupils to achieve well. Across the school, provision for pupils’ personal development is an established strength and is reflected in pupils’ positive attitudes, relationships and behaviour. The school has successfully developed a cross-curricular approach to topic work, which pupils say they particularly enjoy. Topics are planned well to stimulate pupils’ interest with visits and visitors often used as springboards for interesting work. Pupils also say that they enjoy the wide range of additional activities which includes before school, lunchtime and after school clubs. Strengths in the curriculum for the arts, such as the many artists in residence and the good provision for music, are reflected in the school gaining the Artsmark award.

Outstanding care guidance and support underpins the school’s highly positive ethos. Excellent attention is given to all aspects of care, guidance and support. Staff pay close attention to identifying the needs of vulnerable pupils and those with special educational needs and/or disabilities. Extremely strong partnerships with a range of agencies, such as health and educational welfare, coupled with input from key staff such as the learning mentor and parent support adviser, ensure very prompt support for pupils. Pastoral support is excellent with all staff knowing the pupils well. In addition, the school provides a very welcoming environment for pupils and their families. The many pupils who join the school at times other than the normal entry point are inducted and supported very well. They say that their mentors helped them to settle quickly into the routines of the school. As a result of excellent attention, attendance has improved rapidly from very low levels two years ago to reach average levels. Pupils delight in gaining the rewards available at individual and class level for good attendance.

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	1

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How effective are leadership and management?

The headteacher is supported well by the good quality senior leadership team. They have worked effectively with all the staff to improve key aspects such as pupils’ progress. Staff share the aspiration to continue building on those successes already achieved. The monitoring of teaching and learning is systematic and of good quality with most subject leaders taking a part in checking provision and progress. Those new to responsibilities are trained well.

Governance is good. Members of the governing body have a clear view of the strengths and development points for the school and they are assiduous in ensuring that regulatory requirements are met. In particular, procedures to safeguard pupils and to ensure the health and safety and well-being of pupils and staff are of good quality. For example, close attention is paid to staff vetting procedures and all the staff are trained well in child protection matters.

The school is a highly inclusive and cohesive community. Discrimination of any kind is not tolerated and, as one Year 5 pupil said, ‘The adults make everyone equal and it helps us to get on really well together.’ Pupils participate in community events, for example through fund-raising and taking part in local festivals. They have also been visited on two occasions by the Lord Mayor. The school recognises that although links are being established with a school in the Seychelles, international understanding is an area for development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
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

Good induction procedures into both the Nursery and Reception classes ensures that

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children settle quickly and well. They make good progress in their personal and social skills because all the staff place the children’s welfare at the centre of their provision. Provision is good with teaching being consistently good and at times outstanding. Staff are particularly adept at ensuring the many children who enter the school as beginners in English are supported well. The many opportunities for children to talk together in pairs and small groups helps these children to learn English quickly. Exciting and well-focused adult directed activities capture the children’s interest. Staff use the activities to extend the children’s vocabulary particularly well. For example, Nursery children were highly engaged when the teacher’s target vocabulary of short, long, longer and longest was applied to all the activities provided. Children enjoyed making play-do worms and finding shorter and longer worms in the sand as well as using the words when making party hats from longer and shorter strips of paper. There is a good balance between those activities that are directed by the adults and those that the children choose for themselves both indoors and outdoors. The strong and purposeful emphasis placed on developing the children’s letters and sound has a positive impact on children’s literacy skills. Reception children, for example, delighted in using squeeze bottles of liquid to emulate the shapes of the letter ‘c’ that the teacher had drawn on the playground.

Very good attention has been paid to improving outdoor provision which was found to be weak at the last inspection. This is no longer the case. A rich range of activities are available for children across all areas of learning in the outdoor area. Even though the space does not allow for wheeled toys within the fenced area, the nearby playground is used well to accommodate this need. Children make good progress in their learning, although not all attain the expected goals on entry to Year 1. Nonetheless, the gap between children’s attainment at the school and that of children nationally is much narrower by the end of their Reception year.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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

Although the proportion of parents and carers who completed the questionnaire was smaller than usual, almost all had positive views. These highly positive views were shared by the parents and carers that met inspectors. Parents and carers were unanimous in their support in a number of areas including saying that the school keeps their children safe, teaching is good, unacceptable behaviour is managed well and that the school is led and managed well. There were no areas in which parents or carers showed any particular concerns.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lakey Lane Junior and Infant School 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 390 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	73	16	25	0	0	0	0
The school keeps my child safe	48	76	15	24	0	0	0	0
The school informs me about my child’s progress	39	62	23	37	1	2	0	0
My child is making enough progress at this school	32	51	30	48	1	2	0	0
The teaching is good at this school	42	67	20	32	0	0	0	0
The school helps me to support my child’s learning	32	51	30	48	1	2	0	0
The school helps my child to have a healthy lifestyle	33	52	30	48	0	0	0	0
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)	28	44	31	49	1	2	1	2
The school meets my child’s particular needs	28	44	34	54	0	0	0	0
The school deals effectively with unacceptable behaviour	41	65	21	33	0	0	0	0
The school takes account of my suggestions and concerns	30	48	30	48	1	2	1	2
The school is led and managed effectively	47	75	16	25	0	0	0	0
Overall, I am happy with my child’s experience at this school	46	73	16	25	1	2	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.

16 November 2011

Dear Pupils



Inspection of Lakey Lane Junior and Infant School, Birmingham, B28 8RY

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you working hard in lessons and getting on so well together. I am sorry that we missed Year 6, but we hope that you thoroughly enjoyed your residential visit to Oxforde. The many of you who were kind enough to speak to us showed how proud you are of your school. You are right to be, because yours is a good school. We found that you really enjoy school, behave well and you make good progress in your learning. You have an outstanding knowledge about how to stay safe. Your headteacher runs your school really well and she has good support from all the other staff. They understand how they could make it even better. Your teachers do a good job too. They teach you well and make sure that your topics are exciting and interesting. Everyone makes sure that you are extremely well cared for.

Even in a good school such as yours, there are always some things to do to make it better. We have asked your headteacher and governors to make even more of your lessons good or better. We have asked that teachers do not spend too long introducing lessons. We have also asked that when teachers question you, they do so in such a way so that you have to provide longer answers. In talking about your learning like this it will help you to remember! Finally, we have asked that teachers improve your skills in doing practical mathematics, particularly for those of you that find learning easy.

We hope that you continue to enjoy your learning.

Yours sincerely

Keith Sadler
Lead inspector

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