

Lodge Farm JMI School

Willenhall School Sports College Campus, Furzebank Way, Willenhall, West Midlands, WV12 4BU

Inspection dates		17–18 October 2013	
Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Boys and the most able are not doing well enough in their writing. Pupils with special educational needs and those supported through additional funding are not making enough progress and the gap between their attainment and that of others is not closing by the end of Year 6.
- In Years 3 to 6, there are too many lessons, especially in mathematics, where pupils do not learn quickly enough and where work set is not challenging them sufficiently.
- Teachers' questioning to assess pupils' understanding in lessons is not used well to ensure all groups of pupils make the progress they should.
- There is too little emphasis on teaching literacy skills. Reading is not promoted well and so pupils' reading and writing skills are not good enough. The teaching of phonics (learning the sounds that words make) is inconsistent in Key Stage 2.
- Pupils have too few opportunities to assess their own work.
- In weaker lessons, pupils show a lack of respect for staff and do not listen to instructions or behave well, and this disrupts learning for all. Adults do not always make enough difference to improve pupils' learning.
- There are frequent incidents of unacceptable behaviour. Pupils' attendance remains too low and leaders have been slow in improving it.
- Leaders have not ensured that teaching has improved enough since the last inspection.
- Leaders and governors have not checked rigorously enough that teachers assess work accurately and plan and teach lessons that ensure all groups of pupils can make good progress.
- Teachers have not always been held accountable for pupils' progress and attainment.

The school has the following strengths

- Children in the Nursery and Reception play together sociably and learn well.
- In Years 1 and 2, pupils make good progress. The checks on phonics are good.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- Pupils say they feel safe and are kept safe.
- New leaders, including the acting headteacher, know what to do to improve the school.

Information about this inspection

- Inspectors observed 16 teachers and visited over 30 learning activities, including lesson observations, learning walks and short visits to classrooms, seven of which were joint observations with the temporary headteacher or the deputy headteacher. Inspectors spoke to pupils informally, including at break and lunchtimes, and listened to pupils read.
- Meetings were held with two groups of pupils, members of the governing body, a local authority representative and school leaders and managers.
- Inspectors observed the school's work and looked at documents, including the school's development plan, self-evaluation, minutes from governing body meetings and information on the latest local authority support.
- Other documentation looked at included the school's child protection and safeguarding documents, pupils' attainment and progress data, behaviour and incident logs, racist incident returns, absence and exclusion data, records relating to teachers' performance management, the monitoring and evaluation of teaching, training details and lesson and curriculum planning.
- The views of the 23 parents and carers who responded to the online parental survey (Parent View) were analysed and parents and carers were spoken to at the start of the school day.
- Questionnaires from 16 staff members were considered.

Inspection team

Jean Whalley, Lead inspector	Additional Inspector
Stephen Lake	Additional Inspector
Gary Kirkley	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school should not seek to appoint newly qualified teachers.

Information about this school

- This school is larger than most primary schools.
- The majority of pupils are White British, with fewer-than-average numbers from other ethnic groups. The vast majority of these are in Reception and in Years 1 and 2.
- A smaller-than-average number of pupils speak English as an additional language, and only a very small number are at the early stages of learning English.
- The proportion of pupils supported by the pupil premium (additional funding provided for looked-after children, pupils eligible for free school meals and children of service families) is above average.
- The proportion of pupils supported at school action is above average but the numbers supported at school action plus or with a statement of special educational needs is low. The most common needs are related to speech and language and delayed cognition.
- Nearly a third of the teachers were newly appointed in September 2013 and the number of support staff was reduced by nearly a third. An acting headteacher is in place and all members of the senior leadership team are new to their posts since September 2013.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of good and better teaching across the school, but especially in Key Stage 2, so that it is typically good and better by:
 - ensuring teachers make effective use of assessment information to plan challenging lessons for all groups of pupils, including boys, the most and least able, those eligible for additional funding, disabled pupils and those with special educational needs
 - ensuring teachers question pupils more effectively to check on their progress during lessons and adapt work if necessary
 - providing regular opportunities for pupils to assess their own and their peers' work
 - providing more opportunities for pupils to work by themselves and develop independent learning skills
 - ensuring pupils know their targets, and that marking is accurate and provides pupils with good guidance as to how they can improve their work.
- Raise the attainment of pupils, in English and mathematics, especially for disabled pupils, those with special educational needs and those eligible for additional funding, in Years 3 to 6 by:

- ensuring additional adults are deployed more effectively to raise pupils' attainment and progress
 - improving the teaching of mathematics to ensure lessons move at a brisk pace and work is challenging
 - improving the quality of writing, especially for boys and more able pupils
 - developing a reading programme that promotes more reading at school and at home, with better recording of individual pupils' reading and comprehension skills, and ensure adults listen more to pupils reading
 - improving the use of phonics across the school and ensure teachers correct errors in pupils' oral work.
- Improve pupils' attendance and behaviour by:
- raising levels of attendance through the rigorous and consistent application of the new attendance policy
 - ensuring all staff, especially in Years 3 and 4, apply new policies and procedures for managing behaviour consistently
 - making sure there are consistent expectations for good behaviour in lessons and that any low-level disruption or lack of respect shown is swiftly addressed.
- Improve the quality of leadership, management and governance by:
- ensuring senior and middle leaders and the governing body undertake robust checks on pupils' progress and teachers' performance to secure a sustained rise in pupils' attainment
 - ensuring all assessments are accurate, regular and effectively moderated
 - ensuring governors robustly check that information and data presented to them is accurate
 - ensuring the curriculum meets the needs of all groups of pupils, so that there are equal opportunities for all to make good progress
 - ensuring that the impact of additional sports funding is evaluated
 - acting on the recommendations in the local authority's recent review of governance.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- The attainment of some groups of pupils in Years 3 to 6, particularly boys, those with higher or lower ability, those in receipt of additional funding, disabled pupils and those with special educational needs, is not as good as that of pupils in similar schools nationally. This is often because there are weaknesses in the quality of the support they receive and work is not set which suits their needs. In addition, boys' writing and that of the most able is not good enough.
- Children start school with skills below the levels expected for their age. They learn well and make good progress but, by the end of the Early Years Foundation Stage, attainment for most children is still below the national average.
- Overall, attainment in English by the end of Key Stage 1 is below that of similar schools nationally. By the end of Key Stage 2, attainment in reading is stronger than in writing but the gap with other schools nationally has widened. Overall, attainment in mathematics is only slightly better than in English at Key Stage 2 and work in mathematics is not sufficiently challenging.
- Pupils with special educational needs in Years 1 and 2 do not make enough progress so that by the end of Year 2 their attainment is below average. Although the attainment of the most able pupils at Key Stage 1 is still low, attainment and progress for most other groups of pupils has improved since the last inspection.
- The few pupils from different ethnic groups and those who speak English as an additional language are making good progress.
- In Key Stage 1, pupils supported by pupil premium funding make good progress so that by the end of Year 2 their attainment is broadly average overall. By the end of Year 6, eligible pupils make limited progress, similar to their peers; their attainment in English is one and a half terms behind and in mathematics is one term behind that of other pupils.

The quality of teaching

is inadequate

- Over time there has been too little teaching that was good or better. This was an area for improvement in the last inspection and remains a weakness. Too much of the teaching observed was inadequate or required improvement.
- In Years 3 to 6, assessment information is not used well enough to ensure that learning is always well matched to all pupils' needs, especially those of boys, the least and most able, those eligible for additional funding, disabled pupils and those with special educational needs. Planning does not always ensure additional adults are well deployed in improving the outcomes for the pupils they support.
- Where teaching is weaker, most often in Years 3 and 4, there is a lack of pace and challenge, especially in mathematics lessons. This leads to slower progress, lower attainment and in some cases low-level disruption because of a lack of engagement.
- Scrutiny of pupils' work in English and mathematics shows that assessment at Key Stage 2 is not always accurate. Year 3, 4 and some Year 5 and 6 work has not been effectively moderated. Marking does not provide pupils with good guidance on how to improve their work. Pupils are not given enough opportunities to assess their own and each other's work or to work by themselves to develop their skills in independent learning.
- Targets are not used effectively to raise attainment as they are not shared with pupils.
- Literacy skills are not promoted well. There is no home - school reading programme so pupils do not take reading books home. Year 6 pupils are still using graded reading books that do not encourage wider or more challenging reading. The lack of individual reading records means that teachers cannot accurately assess progress in pupils' reading skills and so take appropriate

action to raise reading competency. Adults do not listen to readers frequently enough. Parents and carers are unable to support the school's efforts because pupils do not take books home.

- The use of phonics (learning the sounds that words make) to read unfamiliar words and to spell new words is inconsistent. Teachers do not always correct mistakes in pupils' oral work, especially in Years 3 to 6.
- Pupils do not always show due respect to teachers in lessons and teachers, particularly in Years 3 and 4, and teachers do not always follow the new behaviour management procedures effectively so learning and progress are slowed by low-level disruption.
- Teachers' questioning is not always effective in assessing pupils' understanding of the work in hand and activities are not adapted when necessary so that all pupils are enabled to make good progress, especially in challenging the most able pupils.
- Some good teaching was observed especially in the Nursery and Reception and in Years 1, 2, 5 and 6. For example, in a Year 2 lesson pupils made good progress in a motivating lesson about Florence Nightingale's journey to the Crimea. Playing a recording of crashing waves captured their imagination so that good writing was stimulated. Pupils' spiritual, moral, social and cultural development was promoted well as pupils were able to reflect on Florence's feelings, fears and bravery and the social impact of her decisions, as well as the moral and cultural aspects of her life. The teacher gave clear guidance to pupils on using 'wow' words to improve the quality of writing and by allowing them sufficient time to write at length. In a Year 6 mathematics lesson most pupils made good progress and some made better progress by showing a clear understanding of the use of data.

The behaviour and safety of pupils are inadequate

- Expectations of behaviour are not consistent across all year groups. In Years 3 and 4 particularly, there is a lack of respect shown by some pupils, resulting in low-level disruption that hinders learning and progress. Behaviour over time is inadequate as there have been a large number of playground incidents recorded in the last year.
- Attendance is below average and is not improving because more effective steps to address low attendance have only been put in place very recently.
- Most pupils behave well in and around the school.
- A new policy for behaviour is starting to have some impact on improving behaviour but it is not always applied consistently by all staff.
- Pupils report that they feel safe. They show a good understanding of different types of bullying, including cyber bullying and how to stay safe when using the internet. Pupils say there is little or no bullying or discriminatory behaviour and pupils trust that teachers will deal with any incidents, but they are less confident that issues will be addressed at lunchtimes.
- There were no concerns raised by parents or carers about behaviour when inspectors spoke with them during the inspection.
- Analysis of staff questionnaires showed that a significant number of staff, mainly support staff, had some concerns that behaviour was not good or consistently well managed.
- There are examples of very good behaviour management evident in some parts of the school, for example, the new leadership team have introduced the system of red and yellow cards to indicate unacceptable and poor behaviour. Green cards indicate good behaviour. To attract pupils' attention, some teachers rhythmically clap their hands and pupils join in until they are all attentive. Nevertheless, these strategies are not used consistently across the whole school.

The leadership and management are inadequate

- Over time since the last inspection the senior leadership team and staff with management responsibilities have not undertaken sufficiently robust monitoring of pupils' progress and

teachers' performance to secure a sustained rise in pupils' attainment. Senior and middle leaders have not improved the quality of teaching since the last inspection.

- An analysis of the progress of all groups of pupils shows that they do not all make the same amount of progress. Leaders have not ensured that the curriculum provides equal opportunities for all by meeting all their pupils' different needs, particularly those in Years 3 to 6. Additional adults in lessons have not always been deployed well. As a consequence they have not consistently secured improved outcomes for the pupils they support.
 - Pupils' spiritual, moral, social and cultural development is supported well by the curriculum and assemblies. For example, in an assembly the theme of 'sacrifice' was explored and references were made to different faiths, demonstrating an example of increased breadth of the curriculum. Pupils were attentive, showing respect towards each other, staff and the major faiths.
 - The new senior leadership team have acted swiftly and made an accurate assessment of the areas which need to be improved, such as attendance and behaviour, but the new policies and procedures are too new to have had an impact and leaders have not been able to demonstrate a sustained capacity to improve.
 - The appraisal of teachers' performance and professional development has been reviewed and the acting headteacher has a clear understanding of performance management procedures, but it is too soon for any changes to have had an impact on improving teaching. The school's self-evaluation has been reviewed and areas for development highlighted, but there has not been time to implement many changes.
 - The local authority has provided good support, and correctly instigated a review of governance very recently which identified key issues that require urgent attention. The local authority is continuing to provide support.
 - New leaders are aware that they have yet to consider impact of additional sports funding.
 - Safeguarding meets requirements. The training of all staff in child protection is up to date. Good additional support is provided for those pupils whose circumstances make them vulnerable.
 - **The governance of the school:**
 - Governors do not hold the school to account rigorously enough. Over time governors have too readily accepted what has been reported to them, especially in terms of pupils' attainment, the quality of teaching, teachers' performance and the links to pay progression. They have not checked rigorously enough the accuracy of the information that has been presented. Where issues, for example attendance, have been identified they have been too slow to insist on actions to rectify the situation.
 - Governors are aware of the impact of pupil premium funding but have yet to consider the impact of additional sports funding. The school budget is managed appropriately. Governors have undertaken the necessary safeguarding training offered by the local authority.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104215
Local authority	Walsall
Inspection number	426954

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	320
Appropriate authority	The governing body
Chair	John Kinsey
Headteacher	Mrs Stella Porter (interim headteacher)
Date of previous school inspection	2–3 November 2011
Telephone number	01902 368587
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