

Lakey Lane Junior and Infant School

Lakey Lane, Hall Green, Birmingham, B28 8RY

Inspection dates 11–12 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well across a range of subjects, including reading, writing and mathematics. They make particularly good progress in the Early Years Foundation Stage.
- Classrooms are attractive. Teaching is consistently good and much is outstanding. Teachers use information about pupils well to match learning and tasks to their abilities. This supports pupils' good progress.
- Good teaching and support for pupils who need extra help, such as disabled pupils and those who have special educational needs, and pupils who are eligible for the pupil premium, ensure that all groups make good progress.
- Pupils feel safe, enjoy school and attendance is above average. Close collaboration between pupils and adults results in the school being a warm, welcoming and harmonious place in which to learn and work.
- Pupils' lives are enriched through their exposure to a wide variety of subjects taught in the classroom and through the many educational visits, residential trips and pre-school and after-school clubs.
- The school is well led. The headteacher is well supported by governors and staff. High expectations underpin all aspects of the school's work so that teaching and learning are improving and pupils are prepared well for the next stage in life.

It is not yet an outstanding school because

- Not enough pupils exceed nationally expected progress for achievement to be outstanding.
- Pupils' progress in reading is not quite as good as it is in mathematics and writing because they do not read widely enough.
- The good marking in literacy is not applied to topic work to help accelerate the development of writing skills.
- Occasionally, some pupils are not challenged sufficiently in mathematics.

Information about this inspection

- Inspectors observed 26 lessons. Six of these observations were completed jointly with the headteacher or deputy headteacher. Inspectors also observed breaks and lunchtimes, and attended registration and assemblies.
- Discussions were held with parents, pupils, staff, governors, the headteacher and deputy headteacher, the school's improvement partner and a representative from the local authority.
- There was insufficient response to the online questionnaire (Parent View) for parents' view to register. Inspectors took account of 32 responses to staff questionnaires.
- A wide range of documents was examined, including samples of pupils' work, information about pupils' progress, the school's development plan and self-evaluation, governors' reports and minutes, the school's questionnaires to parents and pupils, records of any poor behaviour, and safeguarding documents.
- Inspectors listened to pupils read and observed reading lessons, including the teaching of phonics (the sounds that letters represent).

Inspection team

Sherry Gladwin, Lead inspector

Additional Inspector

Linda Brown

Additional Inspector

Glen Goddard

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- There are well-above-average proportions of pupils from minority ethnic groups, at around 73%, and pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is well above average. This is additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school works in partnership with Bishop Challoner secondary school to improve the quality of physical education.

What does the school need to do to improve further?

- Make more teaching outstanding and raise achievement for all pupils in reading, writing and mathematics by:
 - enabling pupils to read widely and often in lessons, and to discuss what they have read to develop their comprehension skills
 - carefully checking how pupils are progressing during mathematics lessons and, where necessary, providing more difficult work for them
 - extending the good marking policy used in literacy to topic work, to improve pupils' writing skills and accelerate their progress.

Inspection judgements

The achievement of pupils is good

- Children start in the Nursery with skills and abilities below those typical for their age and often well below, particularly in speaking and listening. Good teaching, with much that is outstanding in Reception, and stimulating activities mean that children make good progress and are prepared well for Year 1. They leave Reception with skills and abilities closer to those usual for their age.
- Consistently good teaching in Key Stage 1 supports pupils' good progress. In 2013 pupils achieved broadly average results by the end of Year 2, although progress in reading was not quite as good as in writing and mathematics.
- In 2013, fewer pupils than expected achieved the required standard in the national phonics check in Year 1. However, the results of retakes in Year 2 were broadly average and indicate that pupils are now secure in their understanding and use of phonics. Current Year 1 pupils are making good progress in learning the sounds made by different letters and combinations of letters. They are building well on their work in phonics in the Nursery and Reception classes, and in lessons they show great enjoyment in learning to read.
- Pupils' performance in national tests and assessments at the end of Key Stage 2 improved significantly in 2013. Their attainment was in line with national averages, although progress was better in mathematics than in reading and writing, where fewer pupils exceeded expected progress than pupils nationally.
- The current Year 6 pupils are making similar progress to last year's Year 6 pupils in mathematics but better progress in reading and writing. This reflects a firm and significant trend of improvement across the school.
- School information shows that the very large majority of pupils are making at least expected progress, with an increasing proportion making better-than-expected progress in reading, writing and mathematics. However, pupils' performance in reading is not quite as good as it is in mathematics and writing.
- More-able pupils, disabled pupils and those who have special educational needs make good progress because teachers typically match work closely to their ability levels. Similarly, White British pupils, those from minority ethnic groups and those who speak English as an additional language make progress which is at least as good as that of other pupils in the school. The progress made by girls, a weakness in 2013, now matches that of the boys.
- In 2013, pupils in Year 6 for whom the school receives additional funding through the pupil premium were about two terms behind their peers in reading, writing and mathematics. The gap in attainment is closing because of good use of the pupil premium to provide small group and one-to-one tuition in English and mathematics. Currently, eligible pupils are progressing at least as well as their classmates.

The quality of teaching is good

- Classrooms are bright and attractive places in which to learn. Teaching is consistently good and much is outstanding. Teachers make good use of their subject knowledge, their understanding of how pupils learn and the good level of information the school collects about each pupil to provide lesson activities that are interesting and enjoyable. Pupils benefit from work that has

been carefully designed to match their different abilities and make good progress as a result.

- Teachers and teaching assistants have high expectations for what pupils can achieve. They work closely to plan lessons and small group sessions to make the best use of teaching time. Pupils' progress is rigorously monitored each term so that those requiring additional support are identified and provided for. Support is provided regardless of ability, including for the most able pupils.
- Lesson activities are skilfully planned, particularly in the Early Years Foundation Stage, to help pupils learn through practical experience and discovery. For example, in a Reception class, children explored the taste of ginger by sampling a piece of gingerbread and developed speaking, listening and writing skills through the teacher's modelling and encouragement to use adjectives to describe the taste. A variety of indoor and outdoor learning activities supported children in building their literacy skills as they used comparative terms such as 'smaller', 'shorter' and 'longer' to describe different gingerbread men or constructed sentences to represent their likes and dislikes; for example, 'I do not like the salty taste because it makes my tongue tingle.'
- Pupils acquire knowledge and develop skills quickly across a wide range of subjects. For example, in a lower ability Year 5 literacy lesson, pupils gained good knowledge and understanding of plot, character, narration and stage directions as they practised reading a play script in small groups and discussing it as a class. The teacher set high expectations and did not shy away from using technical vocabulary such as 'ellipses'. Pupils responded with understanding and showed good prior learning when they used terms like 'imperative verbs'.
- Teachers ask questions skilfully to check pupils' knowledge, encourage reflection and deepen understanding. Pupils are keen to learn, respond eagerly and provide answers that show good recall. Lessons build well on what has gone before. Good use of educational visits like the recent trips to Cadbury World or the Symphony Hall brings learning alive, stimulates enjoyment and engages pupils.
- Reading, writing, communication and mathematical skills are taught well. However, pupils are not exposed to a wide range of reading material across all subjects where they can read and discuss their reading to further understanding. In mathematics, teachers do not always check closely how well pupils are working and move them quickly on to more challenging work when they are ready. The good marking policy used to promote good progress in writing has not been applied to topic work to accelerate pupils' writing skills.
- Teachers set and mark pupils' work regularly and accurately. Marking is particularly good in literacy books. Teachers identify what pupils need to do to improve their work and show how this can be done. The 'ticking over' session at the start of each lesson is used well. Teachers encourage pupils to consider the comments they have made and to respond to these.
- Pupils regularly benefit from the opportunity to assess their own work and that of other pupils, which helps them to develop a clearer understanding of how they can improve their work.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding around the school and in lessons. They have highly positive attitudes to learning and show a thirst for knowledge, which ensures that they learn and achieve well.
- Pupils come from very diverse backgrounds and their different cultures are celebrated in the

school. Adults and pupils work together with respect and compassion to create a harmonious and caring community. Older pupils are responsible and demonstrate care for younger pupils through their work as play leaders. Pupils are unreservedly polite and respectful to all members of the school community.

- On entry to the school, children often lack the social skills and confidence to engage well in speaking and listening activities. However, good care and good teaching quickly build social skills and confidence. As children progress through the school they develop strong collaborative and communication skills, which results in them being warm and welcoming to visitors. Pupils speak with confidence about themselves and their work. They listen politely to one another and follow teachers' instructions quickly and sensibly.
- Pupils are proud of their school and are keen for visitors to be proud of it too. They take pride in winning points for their house and are motivated to work hard and do well because they are involved in helping to create the rewards system. Following consultation, the school council decided that outstanding attendance this term would be rewarded by a cinema experience. The school values all of its pupils and listens carefully to their ideas. It is successful in achieving its aim of developing each individual to be physically safe, emotionally secure and academically successful.
- The school's work to keep pupils safe and secure is outstanding, and arrangements for safeguarding meet statutory requirements. Pupils feel safe and happy in school. They are aware of internet and road safety because of the good training they have received in school. They are confident that they can keep themselves and others safe in different situations.
- Pupils have developed good moral values, so they are able to distinguish between right and wrong. They can explain different types of bullying, including racist, physical and homophobic bullying. Whilst bullying is rare in the school, pupils are confident that teachers will swiftly deal with any unpleasantness that may arise. Some pupils have responsibilities as mediators, and adults encourage pupils to resolve conflict by themselves where possible because this builds confidence and communication skills.
- Teachers model the school's values and manage behaviour consistently well because they are highly skilled. Adults and pupils enjoy highly positive relationships and work together to create a strong community. The school's excellent systems and procedures lead to accurate recording and reporting of any behaviour that does not meet the high standards set. Staff take time to listen, understand and resolve the source of any behavioural issues that very occasionally arise.
- The school works exceptionally well with pupils who show high levels of personal needs, including challenging behaviour. Adults work with sensitivity and in partnership with the child, parents and carers and external agencies to develop self-control. Parents and carers spoke highly of the care and support they receive from the school.
- Attendance has improved over time and is now above average. The school's family support worker and senior secretary work successfully with parents and carers to ensure high levels of attendance. The attendance of pupils eligible to receive the pupil premium compares favourably with the attendance of other pupils because of the good use of funding.

The leadership and management are good

- The school has made good progress with all of the key issues identified at the previous inspection. It is well led and the headteacher communicates high ambition to staff for better teaching and achievement. She has a clear plan for improving the quality of teaching and

learning and raising pupils' attainment as a result of careful evaluation of the school's strengths and weaknesses. She is well supported by the deputy headteacher and subject leaders, so the school has good capacity to sustain the improving results gained in 2013.

- Staff, governors and parents are proud to be associated with the school and demonstrate commitment to planned improvements. Staff performance is managed effectively, with close links between the targets set for teachers, the key areas identified in the school improvement plan and the school's own evaluation of its performance.
- School leaders, including those leading subjects, have improved the quality of teaching since the previous inspection. Good support from the local authority and the school's improvement partner has led to teaching that is consistently good with an increasing amount that is outstanding.
- Literacy is well taught throughout the school. The school has rightly identified reading as a focus for improvement across all key stages, and the strategies used are beginning to show good results. Staff are growing in confidence as a result of recent training in phonics and guided reading. The new reading scheme, e-books and support provided for parents through 'inspire' workshops have been well received. The school plans to develop reading after half-term through schemes like the reading café and reading breakfast.
- The curriculum gives pupils a good awareness of British culture and history as well as those of other countries. Lessons promote good spiritual, moral, social and cultural development and pupils develop the values expected of responsible citizens. Visitors attend school regularly to participate in assemblies and lessons. Residential trips, educational visits and sporting, artistic, cultural and technical clubs enrich learning.
- Communication with parents and carers is outstanding. Inspectors spoke to many parents who praised the school and felt that their children were happy and making good progress in their learning and development. The school has very good relationships with parents and consults them regularly through questionnaires and coffee mornings. Staff operate an open door policy and parents are welcome to discuss their child's progress at any time.
- The sports funding provided to primary schools is used wisely to improve the quality of physical education teaching and enhance the range of activities on offer. The school has purchased a package from Bishop Challoner's School which provides expert coaching as well as access to the Birmingham games and competition with other schools. Pupils enjoy access to a wider set of sporting experiences including dance.
- The pupil premium funding is used effectively. Children in the Early Years Foundation Stage have been targeted to receive 'wellcomm' speaking and listening focus work. Strategies are carefully checked for effectiveness. Good help and support mean that eligible pupils across all key stages make at least expected progress, and many exceed it.
- The school promotes equality of opportunity for all groups of pupils. Pupils of all abilities and backgrounds make equally good progress.
- **The governance of the school:**
 - Governors provide a good level of challenge and support to the school's leaders and convey high aspirations for all pupils. The governing body is well organised and its meetings are well planned and recorded. Governors maintain strong links with the school; they monitor initiatives in the school development plan closely and visit the school regularly. They have a very good understanding of its strengths and areas for development because of their first-hand experience but also because they receive accurate reports from the headteacher and ask

searching questions. Governors manage the financial aspects of the school with prudence so that staffing, resources and the environment support pupils' good progress. Staff performance targets, including those of the headteacher, are used as key components in driving school improvement and raising standards for pupils. Pay rises and promotion are based firmly on staff meeting their targets, which include ensuring pupils' good progress.

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	103223
Local authority	Birmingham
Inspection number	440488

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	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Don Abbey
Head Teacher	Louise Cockell
Date of previous school inspection	14–15 November 2011
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