

Inspection of Lyndon Green Junior School

Wensley Road, Sheldon, Birmingham, West Midlands B26 1LU

Inspection dates: 10–11 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

Pupils enjoy this school. They told us that they are keen to learn. They are proud of their work. They enjoy the different topics that they do but feel that sometimes they do not learn much from them. At the moment, pupils are not doing well enough, especially in reading and writing. Pupils say that they have not done much music or art. They would like to do more physical education (PE). We agree with them.

Behaviour is not a problem at this school. Pupils are polite and well mannered. They behave well in lessons. We saw a few pupils lose interest in class because the work was too hard for them. At the same time, some pupils were left sitting waiting because they had finished their work.

Pupils say they are safe here. Everybody works hard to make sure that this is the case. We can see that pupils and staff get on really well. Staff care a lot about all the pupils. Playtimes are fun. Pupils play safely and enjoy chatting to their friends.

Pupils told us that there is very little bullying at this school. They say that teachers are now much better at 'dealing with it faster'.

What does the school do well and what does it need to do better?

Pupils are not achieving well enough. This is because the curriculum is not planned well. Leaders have concentrated on mathematics and writing recently. These are now improving. The teaching of reading is not good enough.

Pupils who struggle to read fluently do not get enough help to improve their reading. This is because staff have not been trained to teach phonics. There is no urgency in getting pupils who struggle to read, reading. For example, pupils in Year 3 are still waiting for a reading book. Reading schemes are muddled. Leaders are introducing new ideas to improve reading across the school, but it is too early to see any impact.

The teaching of mathematics is getting better because planning is improving. It is sequenced well to help pupils build on what they have already learned. Pupils then apply their knowledge to more tricky problems. Pupils do not get the chance to revisit what they have learned often enough.

The teaching of English is improving, though less quickly than in mathematics. Training that staff have received is helping to improve pupils' knowledge. Pupils' vocabulary is improving. Pupils write neatly and present their work well. Teachers do not adapt lessons for pupils' different abilities well enough.

There is no clear plan of knowledge and skills that pupils need to know in most other subjects. Leaders have not checked that pupils have learned everything they need by the end of key stage 2. For example, pupils knew they had learned about

the river Nile in a history topic but could not link this to any geography knowledge.

Teachers have not had enough training to support pupils with special educational needs and/or disabilities (SEND). Pupils are not doing as well as they could. The new special educational needs coordinator (SENCo) is putting this right. Pupils in the resource base have their additional needs met. They enjoy their work but expectations of what they can learn are not challenging enough.

Pupils are clear about school values and understand tolerance. They said that, 'While everyone is the same, everyone is different.' Pupils are less knowledgeable about the rule of law. Pupils learn about the importance of healthy eating. They enjoy the wide range of lunchtime and after-school clubs on offer. Pupils do not have many opportunities to learn about art and music.

The current headteacher joined the school when standards had been getting worse. She has had to work hard to build a team of staff who want pupils to achieve the very best they can. The school is now well led. Improvements can be seen. Leaders and governors know that there is still much work to do.

Staff, parents and carers all agree that senior leaders are approachable and supportive. Parents' feelings were summed up by the comment, 'They don't just care about my child, they care about us as a family.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make sure that the right checks on staff are made before they start work at the school. All staff receive regular training and updates in safeguarding. They can spot any signs that might worry them about a child's welfare. They know how to report a concern about a pupil. The designated safeguarding lead (DSL) follows up concerns swiftly. Leaders work closely with external agencies to get additional support for pupils who may need early help. Pupils who have additional medical needs are well supported.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not sufficiently sequenced and coherent. The breadth of the national curriculum is not covered in all subjects. It is stronger in mathematics and PE. Leaders need to make sure that the curriculum is planned so that teachers can build pupils' knowledge sequentially, over time, allowing them to learn more and remember more. The curriculum should reflect the expectations set out in the national curriculum.
- The teaching of reading is fragmented. Pupils who have not passed the phonics screening check at the end of key stage 1 are not receiving the help they need

quickly enough to improve their reading. The lowest-attaining readers do not benefit from a coordinated approach because staff have not been suitably trained. Leaders need to ensure that staff are trained in the teaching of phonics, and that the lowest-attaining readers are provided with quality books that are closely matched to their phonics knowledge. Leaders should continue their drive to improve all aspects of reading.

- Pupils with SEND are not achieving as well as they could. The resource base curriculum is not well-sequenced or ambitious enough. Leaders should ensure that staff receive appropriate training to enable them to adapt the curriculum to plan to meet the needs of all pupils with SEND.
- The curriculum does not provide enough cultural knowledge for pupils to prepare them for their next steps in life. This is particularly the case in the foundation subjects. Leaders should assure themselves that pupils are able to acquire a breadth of knowledge and experience through the curriculum.
- Pupils only receive one hour per week of PE teaching. Leaders should reflect on the Department for Education's current guidance so that they can satisfy themselves that pupils are provided with sufficient PE.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	103228
Local authority	Birmingham
Inspection number	10088596
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair of governing body	John Allen
Headteacher	Jane McKinley
Website	www.lgjs.co.uk
Date of previous inspection	7–8 July 2015

Information about this school

- The school has a resource base provision for up to 12 pupils with education, health and care plans. All pupils have cognition and learning difficulties.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors visited lessons in all year groups, usually accompanied by a senior leader.
- An inspector listened to several groups of pupils read.
- Inspectors talked to pupils about their learning and experiences at school. They looked at their work in a range of different subjects to see how well the curriculum was applied. Inspectors focused on reading, mathematics, English and PE. They also looked at geography and art on the second day.
- The lead inspector met with the headteacher, who is also the DSL, the SENCo and two members of the governing body, including the chair of governors. She also met with the school's priority partner, commissioned by the local authority to support the school.

- Inspectors met with groups of pupils, the deputy headteacher, assistant headteacher and some subject leaders and staff to talk about the quality of education at Lyndon Green Junior School.
- Inspectors considered a range of documents provided by the school. They looked at the school's website, school policies, curriculum documents, safeguarding information including the checks that leaders make on staff prior to employment, SEND records and published information about pupils' performance.
- Inspectors considered the 19 responses to Parent View and the 14 free-text responses. They spoke with several parents informally on the playground at the start of day two of the inspection.
- Inspectors considered the 18 responses to Ofsted's staff questionnaire.
- There were no responses to Ofsted's pupil questionnaire.

Inspection team

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