

Inspection of a good school: Lodge Primary School

Oak Lane, West Bromwich, West Midlands B70 8PN

Inspection dates: 4–5 February 2020

Outcome

Lodge Primary School continues to be a good school.

What is it like to attend this school?

Lodge Primary School enables pupils to succeed. There is a calm, purposeful atmosphere in all classes. Staff provide an effective level of care and education. Everyone is valued and works hard. If pupils need any extra help, then they usually get it straight away. Consequently, the school's good performance has been strengthened. Aspects of reading and mathematics could be strengthened further.

Subjects are planned and taught well. In addition, the school year is punctuated with many visits, visitors, clubs and events that enrich learning and fuel aspiration. These extra activities introduce pupils to new things and add an extra level of interest to school life.

As well as learning different subjects, pupils are taught how to stay safe and healthy. The school teaches them about the importance of respect and sensible decision making. The well-being of pupils and staff is given a high priority. There is a sense of united purpose, which is captured well in the school's motto of 'moving forward as a community'.

Pupils are expected to behave well, and they do. Bullying or poor behaviour rarely happens. If it does, then staff address it effectively. This means everyone can enjoy school.

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

The headteacher has high expectations and leads a capable staff team.

Since the previous inspection, the teaching of reading has been a key development focus and has improved. A school motto: 'Lodge Reader, Lifetime Achiever' underpins the school's aspirations for the pupils. In addition to well-organised phonics teaching, the school does a lot to involve everyone in the promotion of reading. For instance, lunchtime supervisors act as 'Reading Rangers'. They have received training and often stay after the end of lunchtime to listen to pupils read.

In the early years, parents can attend weekly reading workshops with their children. In other classes, pupils visit the local library each term and have taken part in a pyjama and bedtime story event. Staff read aloud to pupils and older pupils listen to younger ones reading and talk to them about books. Pupils love going on 'book hunts' where they have to find clues to work out something about a mystery book. The school runs a book club for more-able readers and gives out rewards for reading at home.

Staff make regular checks on progress to make sure pupils are getting the right books to read. This works well in school, but some of the books that developing readers take home are not well matched to their phonics knowledge.

Art is a strength. It is led well, and the art curriculum is designed to make helpful links with other subjects. Progression within planning is very clear and simple assessments enable staff to build on previous learning. Through the school's 'dream big' projects, pupils can choose from a variety of arts courses, such as fashion design, glass-painting, sculpture and photography. Pupils can even take part in an art-based residential visit. All of this means that pupils know a lot about different artists and can talk about their styles. 'Dream big' projects also happen in music and drama and pupils have been involved in musical theatre. Pupils at Lodge Primary School get plenty of opportunities to express themselves and enjoy being creative.

Mathematics is also well-organised and well led. Work is planned to build on what has been taught before. New staff work alongside more experienced colleagues to make sure they know what to teach and when. Staff are confident that they have sufficient resources to provide sufficient challenge to the most able pupils. However, in practice the most able pupils do not always get challenging enough work to do.

In other curriculum areas, work is well planned and interesting. Special 'curriculum weeks' happen each term and are full of extra events that enrich learning. Outside of lessons, there are lots of clubs.

Pupils with special educational needs and/or disabilities (SEND) get extra help. The school plans this carefully so that they do not miss out on the things their peers are doing. Staff pay good attention to pupils' emotional and mental health at this school.

In the Nursery and Reception classes, staff do much to encourage children's early language development. Classrooms are organised to stimulate children's imaginations and engage them in purposeful activities.

Pupils behave well in class and are keen to learn, although a few are late and miss the start of lessons. All mix easily with others. They respect their teachers and are polite to visitors.

Parents who spoke with me or put comments on Ofsted Parent View are very happy with the school.

Safeguarding

The arrangements for safeguarding are effective.

Procedures and records are organised and clear. All school staff attend annual safeguarding training and understand procedures for keeping children safe.

Leaders are aware of likely local risks and follow up concerns with appropriate agencies when necessary.

If pupils do not arrive at school in the morning, staff find out where they are.

Staff record all behaviour-related incidents in order to pick up on patterns of behaviour that are harmful to others, such as bullying or racist comments. Incidents are infrequent but are dealt with properly when they happen.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the Reception and Year 1 and Year 2 classes, reading books match pupils' phonics phases. However, the books pupils routinely take home are not phonically decodable. This means pupils cannot build on their school learning at home. Some get stuck on words or become frustrated and lose interest. To improve this, staff should make sure the books that pupils take home match the phonics sounds they are learning.
- Most pupils get what they need in mathematics lessons. However, sometimes the most able pupils are not challenged as well as they could be. This holds them back from pushing on to higher standards. Leaders and staff should continue to explore ways to improve this.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Lodge Primary School to be good on 7–8 July 2016.

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 are the school and you are 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	103969
Local authority	Sandwell
Inspection number	10126213
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	452
Appropriate authority	The governing body
Chair of governing body	Sharon Melody
Headteacher	Lisa Gillam
Website	www.lodgeprimaryschool.co.uk
Date of previous inspection	7–8 July 2016

Information about this school

- The school runs childcare at a breakfast club before school.

Information about this inspection

- During the inspection, I focused on the following subjects: reading, mathematics and art. In these subjects, I visited lessons, looked at pupils' work, examined teachers' curriculum plans and talked with pupils and staff about the way the subjects are planned and taught.
- I examined external performance data about the school and looked at school documents. These included information about behaviour, attendance, the school curriculum, SEND and improvement planning. I also checked the school's website.
- I asked pupils, staff, leaders and governors about safeguarding arrangements. I examined the record of employment checks on school staff and looked at other school records. I also found out about safety procedures at the school.
- I observed pupils' behaviour in class, in workshops, at lunchtime, on the playground and at other times during the day.

- During the inspection, I held formal meetings with the headteacher, subject leaders, governors, teachers and pupils. I also talked informally with pupils and staff to gather general information about school life.
- By the end of the inspection, there were nine recent responses to Ofsted's online questionnaire, Parent View, which is too few to generate a report. There were ten free-text comments, and I spoke with parents about the school. I also considered the 20 responses to Ofsted's online questionnaires for staff. There were 38 responses to the pupils' questionnaire.

Inspection team

Diane Pye, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020