



Lakey Lane Junior and Infant School

Inspection Report

Unique Reference Number 103223
LEA Birmingham
Inspection number 276873
Inspection dates 18 January 2006 to 19 January 2006
Reporting inspector Mike Capper AI

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

Type of school	Primary	School address	Lakey Lane
School category	Community		Birmingham
Age range of pupils	3 to 11		West Midlands B28 8RY
Gender of pupils	Mixed	Telephone number	0121 4641990
Number on roll	365	Fax number	0121 4643671
Appropriate authority	The governing body	Chair of governors	Mr Don Abbey
Date of previous inspection	10 January 2000	Headteacher	Mrs Louise Cockrell

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school is situated in the Hall Green area of Birmingham. The number claiming free school meals is well above average, as is the proportion of pupils with learning difficulties or disabilities. Pupil mobility is high, with many pupils joining the school or leaving at times other than at the start of the academic year. Only a third of the children who left the school at the end of Year 6 in 2005 had started their education at the school. The number of pupils from minority ethnic backgrounds is very high, with 39 of these pupils being in the early stages of learning English. The most common languages spoken by these pupils are Urdu, Gujarati and Panjabi. Attainment on entry to the Nursery is below average. The headteacher was appointed in January 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that is improving quickly under the strong and effective leadership of the headteacher. The school provides satisfactory value for money. Senior managers and governors have an accurate view of school effectiveness and standards are beginning to rise throughout the school. Pupils' achievement is satisfactory. In the Nursery and Reception classes, pupils make sound progress although, by the end of the Reception Year, their attainment is lower than that found nationally. By the end of Year 6, standards remain below average, though not exceptionally low, but pupils make satisfactory progress from their different starting points. National test results are improving although results in writing have consistently lagged behind those for other subjects, with pupils' spelling and handwriting not improving quickly enough. Teaching is satisfactory, although there are examples of good teaching throughout the school. Teachers have good relationships with the pupils and make school fun. There is good challenge in many lessons, although there are occasions when work is not matched closely enough to the pupils differing needs. Pupils are well cared for and their personal development is good. Pupils are well behaved, polite and courteous. They are confident and sociable, and take responsibility well. They enjoy the many interesting activities that the school provides outside lessons and there is a good curriculum, although there are too few opportunities for pupils to improve their skills in information and communication technology (ICT) in lessons outside the new ICT suite. Leadership and management are good. The headteacher and deputy headteacher have very high aspirations for the school and there have been many good recent developments. Senior managers have a very clear vision for the school. Their drive and commitment are moving the school forward quickly and means that it is in a good position to improve further.

What the school should do to improve further

- Further raise standards by ensuring that teaching consistently meets the differing needs of pupils.
- Raise achievement in writing by improving pupils' spelling and handwriting.
- Give pupils more opportunities to use ICT across the curriculum.

Achievement and standards

Grade: 3

Standards are improving throughout the school and pupils' achievement is satisfactory. In the Nursery and Reception classes, standards are lower than those found nationally, but pupils make at least satisfactory progress, with good progress being made in personal, social and emotional development. In Years 1 to 6, pupils make satisfactory progress from their different starting points, and the school's challenging targets in relation to pupils' capabilities were met in 2005. National test results at the end of Year 2 and Year 6 were below average, though not exceptionally low. Test results went up in 2005, especially in mathematics where carefully targeted support helped pupils who had fallen behind to make better progress. In English, pupils do better in reading,

where progress is good, than in writing, where pupils' spelling and their handwriting are especially weak. Recent initiatives to improve writing have not been in place long enough to have had a major effect yet on attainment. There are no significant differences between the progress of different groups of learners, including those with learning difficulties or disabilities. Pupils with English as an additional language quickly improve their spoken English. The many pupils who join the school during the academic year settle quickly and make similar progress to other pupils.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good because they are keen to learn and enjoy school. Pupils behave well and there is a harmonious atmosphere around school, with pupils from different backgrounds working and playing together happily. Rates of attendance are slightly below the national average although they have improved significantly over the last two years. Pupils make good progress in their spiritual, moral, social and cultural development. In the Nursery and Reception classes, pupils are confident about trying new activities and they quickly become independent. Older pupils respect each other's differing views and beliefs and show sensitivity towards younger pupils, for example when supporting them as 'peer mediators'. Pupils feel safe at school, and they are happy with the way the school deals with problems such as occasional bullying and feel comfortable about talking to an adult if it happens. Pupils have a good understanding of how they can improve their health by drinking water and eating healthy foods. Pupils make good use of equipment such as hoops and balls to take exercise at playtimes. They make a good contribution towards the wider community, for example by working with environmental wardens to reduce litter. They carry out responsibilities willingly, and the school council is effective in allowing pupils to have their views heard. Pupils make sound progress in developing basic literacy and numeracy skills to prepare them for the world of work and the school realises the importance of establishing a stronger base in that respect.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall, although there is some good teaching in every year group, with an example of outstanding teaching seen in a mathematics lesson in Year 6. Effective monitoring and support is improving teaching, with the good use of target setting, marking and additional support groups helping to raise standards, especially in mathematics. In the outstanding lesson, pupils made very fast progress because the challenging activities met the differing needs of the pupils well. The school now has an extensive amount of information on how well pupils are doing but not all teachers yet use this information consistently to match work to individual needs, leading sometimes to a slow pace to learning, especially in writing. Throughout the school, teachers have very high expectations of pupils' behaviour. They make learning fun by

planning well resourced and exciting work, resulting in high levels of enjoyment in lessons. In the Nursery and Reception classes, pupils make especially good progress in personal, social and emotional development because teachers expect a lot of the pupils and help them to become independent. Teaching assistants make a good contribution to learning, especially when working with pupils with learning difficulties or disabilities. Pupils with English as an additional language are given good help with their spoken English from teachers and specialist support staff.

Curriculum and other activities

Grade: 2

There is a good curriculum which provides pupils with a wide range of experiences. Creativity is promoted well and pupils' interests and backgrounds are explored and celebrated, helping to make learning interesting. There is a good focus on developing pupils' basic skills but there are missed opportunities for pupils to use their ICT skills in all subjects. This holds back the pace at which skills can improve. Pupils are taught effectively about healthy living and how to keep themselves safe. There is a good curriculum for pupils in the Nursery and the Reception Year, though not enough use is made yet of the recently improved outdoor area. The school provides a good range of activities outside lessons. There is a good range of visits and visitors, with artists and ballet dancers providing specialist support for workshops. These activities contribute significantly to pupils' academic and personal development.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. Members of staff form good relationships with the pupils and work hard to meet the school's aim to make the school 'safe, secure and successful'. This commitment is reflected in the recent appointment of a 'learning mentor' as well as in the way that schemes such as the 'Cool Cats' club are helping to improve attendance. There are good arrangements for ensuring pupils' health and safety. Child protection procedures are secure and, when necessary, the school works very closely with outside agencies to promote pupils' well-being. There are good procedures for helping pupils to settle quickly when they first start school, including the many that join during the school year. The school monitors the progress of individuals closely and targets additional support very carefully. Targets are challenging, although teachers do not always make enough use of this information to provide the right level of challenge for all pupils.

Leadership and management

Grade: 2

Leadership and management are good. The drive, commitment and enthusiasm of the headteacher, senior managers and governors are having a positive effect on standards. Senior managers have a very clear understanding of the school's strengths and weaknesses, based on good procedures for evaluating and monitoring how well the

school is doing. Improvements have been carefully planned, with the pace of change sensibly ensuring that initiatives are securely in place. A good example of this is the way that the school has tackled the underachievement of some pupils in mathematics. Senior managers reviewed provision, identified what needed improving and then ensured that clear strategies were in place to address the weakness. As a result, these pupils are now making better progress than in the past. The monitoring of teaching is rigorous and is helping teaching to improve, though there is still more to do to iron out inconsistencies, especially in the way that spelling and handwriting are taught. The headteacher shares responsibility well and empowers members of staff to take a lead in improving standards. For in identifying which pupils need additional support and then ensuring that they receive it. Again, this is having a good effect on learning. The views of parents and pupils are used well to contribute to school development, for example leading to an increase in the number of clubs. Most parents are very pleased about their choice of school and their views are valued. The headteacher and deputy headteacher have a very clear vision for the school. Their high aspirations have ensured that there is a professional and reflective culture in school, with staff sharing a common purpose that puts the interests of the pupils first. As a result, the school is moving forward quickly and is well placed to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. What we liked most about your school

- We are pleased that you enjoy school and work hard in lessons.
- We are pleased that you are making good progress in reading.
- The school is very successful at teaching you about the importance of staying safe and healthy.
- Your teachers are very kind and caring and they look after you well. They make school fun and provide lots of interesting activities for you to take part in.
- The headteacher and other members of staff are working very hard to make sure that you learn even more quickly.
- Children who are new to the school settle quickly.
- Your parents and carers are pleased that you come to this school.

What we have asked your school to do now

- We have asked the teachers to help you do even better by making sure that the work that they give you is not too hard or too easy.
- We think that teachers could help you to improve your writing more quickly.
- We know that you are very pleased with your new ICT suite and we feel that teachers now need to give you more chances to use computers in lessons.

We thoroughly enjoyed listening and talking to you about your work and watching you learn. We wish you all well for the future. Yours sincerely Mr M Capper Additional Inspector Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk