

Lozells Junior and Infant School and Nursery

Inspection report

Unique Reference Number	103227
Local Authority	Birmingham
Inspection number	286596
Inspection dates	20–21 June 2007
Reporting inspector	Hazel Callaghan

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 on roll	
School	473
Appropriate authority	The governing body
Chair	Theresa Kraft
Headteacher	Judy Worsley
Date of previous school inspection	15 April 2002
School address	Wheeler Street Birmingham B19 2EJ
Telephone number	0121 4641880
Fax number	0121 4642674

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Lozells is a large school and most of its pupils are of a range of minority ethnic groups. A large proportion of pupils do not have English as their first language and an above average proportion of pupils start school knowing very little English. More pupils than is usual join and leave the school in all classes. The school is situated in a significantly deprived area and many pupils are eligible for free school meals. An above average proportion of pupils have been identified as having learning difficulties and/or disabilities and a small but significant group have social and emotional difficulties. Children start in the Nursery with a much narrower range of knowledge and skills than is found nationally. A playgroup run by the school is situated in the school grounds and staff also provide care for pupils before and after the school day.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Lozells provides a satisfactory education for its pupils but it has many strengths. Good improvements have been made since the last inspection because the headteacher and senior leadership team have given a strong direction to the school. They have a clear view of the school's strengths and weaknesses and have introduced positive strategies that have raised standards and improved pupils' overall achievement. There is a strong commitment to further improving standards and, based on the school's many past improvements, including that in the provision for pupils with learning difficulties and disabilities, the capacity for further improvement is good.

Although standards are below average, pupils have made good progress in many classes. Progress is not consistent through the school, however, and so achievement is satisfactory overall. Children achieve well in the Foundation Stage. They start in the Nursery with personal, social and emotional development well below that expected and many children have very little knowledge of English. The good teaching in both the Nursery and the Reception class ensures children achieve well. Good achievement continues in Years 1 and 2 but it slows in Key Stage 2, particularly in Years 4 and 5. Pupils' progress then accelerates in Year 6 due to teachers' high expectations and lessons build successfully on what pupils already know and understand. In the classes where teaching is less effective, the teachers do not have the same clear understanding of what pupils should learn next so that they make good progress. In some lessons, the most able pupils are not sufficiently challenged and they make less progress than their peers. Although there is much good teaching through the school, it is satisfactory overall because of the variability in the match of activities to pupils' learning needs.

The satisfactory curriculum is enhanced by many additional activities, which motivate pupils' interest and extend their experiences. Although positive links are made between subjects so that activities are more purposeful, the school recognises that opportunities are not sufficiently made to extend pupils' basic skills of reading, writing, mathematics and computer skills across the curriculum. Pupils' personal development is good. Attendance has risen significantly in the last year and pupils say they feel safe in school. They recognise the good care, support and guidance that is provided and know there is always someone they can go to if worried or unhappy. Behaviour is satisfactory overall but usually good in lessons because teachers manage pupils well.

Leadership and management are satisfactory overall. The management structure in the school has been recently reorganised. The leadership given by the senior team, which includes the coordinators of English and mathematics, is good. Some of the other coordinators, however, are still developing the skills required to monitor standards and teaching in their subjects so further improvements can be made. The headteacher is well supported by the governors and together, they provide a firm steer towards future developments.

What the school should do to improve further

- Improve achievement by ensuring all teachers have high expectations for pupils' progress, especially for the more able.
- Improve teaching by ensuring all teachers are confident about what they are to teach next so pupils' knowledge and skills build rapidly.
- Ensure pupils build more secure basic skills by fostering the natural links between subjects.

Achievement and standards

Grade: 3

Although pupils make good progress in some classes, it is not consistent and therefore achievement is satisfactory. In the Foundation Stage, children make good progress and, although standards remain below average for many children, they make good progress, especially in their language skills and personal development.

Standards at the end of Year 2 have improved and, although they are below average overall, pupils are confident learners and achieve well. Progress is satisfactory in Years 3 to 6. The more able pupils make the least progress because they are not sufficiently challenged. This difficulty is less evident in Year 6 because clearly defined objectives are shared with pupils. Writing continues to be the greatest weakness through the school for most pupils.

Pupils new to learning English make steady progress and usually reach similar standards to their peers. The needs of pupils with learning difficulties and disabilities are effectively identified in their first years at school and good levels of support are provided by teaching assistants and class teachers so they make good progress towards their individual targets. Many no longer need intensive support as they move into Year 3.

Personal development and well-being

Grade: 2

Most pupils enjoy school and attendance has significantly improved. Pupils' spiritual, moral and social development is good. They show care for each other and respect for different religions and traditions. One child commented that the school was good because everyone worked as a team. Pupils behave well in lessons, but occasionally some pupils cause upset at playtimes, although this happens less often now and pupils believe that any bullying is quickly sorted. Pupils enjoy taking responsibility. Some act as 'playtime pals' and others are play leaders in charge of equipment at lunchtime.

Pupils have a good awareness of the school community and those further afield through the support they give to many local and worldwide charities. The school council has also made many positive contributions to the life of the school. It has worked closely with the school cook, for example, to develop healthy menus. Pupils understand the importance of keeping healthy, but say they find it hard to choose healthy food. They have a satisfactory understanding of how to keep safe. Pupils are prepared satisfactorily for the next stage of learning and the world of work because they are making positive progress in many areas of their learning and in their interpersonal skills.

Quality of provision

Teaching and learning

Grade: 3

Teachers in the Foundation Stage have a good understanding of the needs of these young children and provide stimulating activities to promote their curiosity and interest. Teaching is also good in Years 1, 2 and 6 because staff structure lessons well so pupils' learning progresses successfully. In other years, expectations are not as high. Not everyone makes good use of assessment information to help pupils with the next steps in their learning. Work for the more able is not always challenging enough or planned thoroughly. The interactive whiteboards are

used well to make learning more interesting and to help pupils understand new ideas. Most teaching assistants give good support to pupils who have English as an additional language or because they have learning difficulties and/or disabilities. Teachers' marking celebrates good effort and often refers to what has been achieved in the lesson. Suggestions about how to improve are less frequent.

Curriculum and other activities

Grade: 3

The curriculum is effectively adapted to meet the needs of pupils with learning difficulties and/or disabilities. Those who are new to learning English are also given good support to extend their vocabulary and understanding and improve their achievement. This support begins well in the Foundation Stage where the curriculum meets pupils' personal and learning needs well. A new computer suite provides good facilities for all pupils and is well used both in lessons and during break times, but pupils' information and communication technology (ICT) skills are not used sufficiently to support their learning in other subjects. Some links between subjects are made which make learning more purposeful. The school recognises that pupils would benefit from more opportunities to use their basic skills, such as writing in other subjects. A good focus is placed on developing pupils' personal, social and health education to help pupils cope with the challenges they will meet as they get older. The 'Life Bus', for example, gives pupils the good opportunity to explore the use and misuse of drugs. There are many additional activities, such as visits, clubs and competitive sports, that enrich the curriculum and contribute well to pupils' personal development and enjoyment.

Care, guidance and support

Grade: 2

The school places a high emphasis on the care and support it provides to pupils. One child commented that 'Every child matters here because we look after each other.' Cultural diversity is celebrated and harmony promoted successfully. A clear behaviour system of rewards and sanctions is operated in school. This has an increasingly positive effect on pupils' behaviour and in promoting a calm and purposeful learning atmosphere. Successful links with outside agencies, such as the educational welfare officer to improve attendance, ensure pupils are given the best support. Staff also work to build a positive partnership with parents to further pupils' well-being. Child protection procedures and the safeguarding of pupils are well-established. Staff are very alert to signs that a child might be anxious or distressed and act immediately and effectively to provide support. Specially trained staff are very effective in helping pupils establish positive learning habits and promote good attendance and punctuality. Pupils say that they feel safe in school and know they can talk to adults when concerned.

Academic support is good, especially for pupils with learning difficulties and/or disabilities. All pupils have targets to help them improve in literacy and numeracy and pupils say they find them helpful as they show what is to be learnt next. Sometimes, targets are not specific enough for each individual to ensure that pupils are really clear about how to make their work better, but opportunities for pupils to evaluate their own work are having a positive impact on their progress.

Leadership and management

Grade: 3

Senior leaders have worked tirelessly to drive up standards since the previous inspection by introducing a number of whole-school systems to more effectively assess and check pupils' progress. These systems are still fairly new but are already raising teachers' expectation for most pupils. In some, but not all, classes, these systems are used well to plan the work that is suitably challenging for all pupils, especially the more able. However, further work is needed to ensure systems are used consistently across the school. Systems for monitoring teaching are satisfactory and positive support and guidance is given to new staff. The senior leadership team uses self-evaluation well to identify appropriate priorities for school improvement and has a clear view of what it needs to do. Governance is good. Governors are actively involved in shaping the strategic direction of the school, and as critical friends challenge and support senior staff to ensure the school continues to improve.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

22 June 2007

Dear Children

Inspection of Lozells Junior, Infant and Nursery School, Birmingham B19 2EJ

I am writing to say thank you for making us welcome in your school. You answered our questions thoughtfully and were polite and courteous to us all. I thought you would like to know what we found out about you all. Lozells is a satisfactory school overall but it has many good qualities.

What works well in your school:

- All the staff look after you well and help you to feel safe and secure.
- They listen to your ideas and help you to understand what you have to do in your lessons.
- Children make a good start in the Nursery and in the Reception classes and you make good progress in many of your classes. By the time you reach Year 6, many pupils are reaching average standards.
- Teaching is satisfactory, and good in many classes, and you enjoy your lessons.
- There are lots of different activities for you to enjoy, especially in sport.
- Most of you enjoy school and almost all of you now come to school regularly.
- You enjoy working together to make the school a better place and raise lots of money to help people around the world.
- Your headteacher and the senior staff have been successful in making lots of improvements to the school.
- They know how well you are getting on in your work and lots of staff are helping you to make better progress.

What we have asked the school to do now:

- Make sure everyone, especially those who find learning a bit easier, make good progress in their work.
- Make teaching good in every class so your learning improves.
- Help you to use your reading, writing, mathematics and computer skills in lots of different ways and in different subjects so learning is even more fun.

Don't forget you, too, must keep on trying if you want to get better at your work. Thank you again for answering all of our questions so well.

Yours sincerely, Hazel Callaghan Lead Inspector