



# Lyndon Green Junior School

## Inspection Report

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**Unique Reference Number** 103228  
**Local Authority** Birmingham  
**Inspection number** 286597  
**Inspection dates** 6–7 March 2007  
**Reporting inspector** Barbara Crane

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

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<b>Type of school</b>	Junior	<b>School address</b>	Wensley Road
<b>School category</b>	Community		Sheldon
<b>Age range of pupils</b>	7–11		Birmingham B26 1LU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 6752983
<b>Number on roll (school)</b>	363	<b>Fax number</b>	0121 7222565
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	David Hughes
		<b>Headteacher</b>	Judy Burgess
<b>Date of previous school inspection</b>	7 October 2002		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This junior school is larger than most primary schools. It has an average proportion of pupils with learning difficulties but a higher proportion of pupils with statements of special educational needs because of its Speech and Language Unit. Most pupils come from White British families, with a small number from other ethnic groups. The proportion of families entitled to free school meals is average. Pupils' attainment when they start at the school is above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. The overwhelming majority of parents are delighted with what it provides for their children. The care, guidance and support for pupils are first rate and result in their outstanding personal development and well-being. The school is a happy and lively place in which pupils find it easy to make friends. Pupils appreciate how the school helps them to learn about eating healthily, keeping fit and safe. They take full advantage of what the school offers them and are growing up as well- rounded individuals. The school works extremely well with parents and other agencies to support pupils' welfare. Good teaching supports pupils' good achievement. The excellent relationships boost pupils' enjoyment in learning. Taking all core subjects together, standards are exceptionally high by the time pupils leave the school, especially in mathematics and science. In English, standards are above average and pupils make excellent progress in speaking, listening and reading but should be doing better in writing. Teachers mostly use assessments effectively to plan the next steps in pupils' learning, but in writing, there are times when pupils are unsure of the next small steps to improve. Pupils with learning difficulties make outstanding progress in overcoming their problems because of very effective teaching. The good curriculum promotes pupils' love of learning very effectively and the rich range of extra-curricular activities supports pupils' personal development very well. The school has recently identified a number of pupils with particular gifts and talents across all subjects, but has not yet evaluated whether its provision for these pupils meets their needs.

Good leadership and management have underpinned the school's success in improving since its previous inspection. The marked improvement in the quality of pupils' work in the non-core subjects, as well as better standards, indicate the school's good capacity to improve. The headteacher is relentless about getting the best for every child. She leads the staff with skill and determination to achieve the aim of including every pupil and getting the best for each one. The staff's morale is high because their professional development is well planned and they enjoy their work. Good self-evaluation means that there is an accurate view of what needs to be done next, and a clear understanding of how the school will work to bring about improvement. Governors play a good part in helping the school to reflect on its performance.

### What the school should do to improve further

- Improve achievement in writing by ensuring that teaching uses assessment to pinpoint exactly what pupils need to do to improve and helps pupils to see what they need to do next.
- Evaluate the provision for gifted and talented pupils to ensure that it meets their needs.

## **Achievement and standards**

### **Grade: 2**

The school meets the challenging targets it sets for pupils. Pupils' achievement is good and standards are exceptionally high in mathematics and science. This is because the work is challenging for all abilities. Standards have been equally high in English over recent years but fell in 2006. The school rightly identified writing as the problem area. Pupils' overall progress in English is good and standards are above average but writing, although improving, is still a weaker aspect of their work. The finely tuned challenges for pupils of all capabilities in speaking, listening and reading leads to their rapid progress in these areas. In writing, the work is sometimes too hard or too easy for them and so progress is slower. Pupils use information and communication technology (ICT) very competently and reach good standards in art and design, sports and music. Most pupils with learning difficulties make outstanding progress because their individual needs are very well taken into account and supported by expert teaching.

## **Personal development and well-being**

### **Grade: 1**

Pupils come to school ready and eager to learn. Their excellent attendance reflects the extent to which they enjoy school. Pupils' spiritual, moral, social and cultural development is outstanding. Consequently, pupils get on extremely well together, regardless of age, gender or ethnicity. They like and respect their teachers and behave well. They play a good part in shaping their community through acting as members of the school council or as peer mediators on the playground. Relationships among pupils are first class, and they feel valued because their views are sought and acted upon. They work together amicably and have a well-developed sense of fair play. Pupils are excellent listeners. One pupil explained the reason behind this as, 'I'm interested in what people are saying. If you don't listen, you don't learn.' Pupils enjoy healthy snacks and make sure that they drink plenty of water throughout the day. They are enthusiastic about the 'wake and shake' and 'brain gym' activities that help to keep them alert. About three quarters of the pupils take part in extra sporting activities that help them to keep fit. They take excellent account of what they have learned about keeping themselves and others safe. Pupils are very well prepared for the future in both the standards they reach in their work and in developing as sensible and well-adjusted youngsters who face the future with confidence.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils' learning is good because they have good attitudes to their work and they are taught well. The high quality teaching and extra support for pupils with learning difficulties mean that pupils make rapid progress towards their targets. The consistently

high level of challenge in mathematics and science secures pupils' outstanding progress in these areas. Teachers assess the progress pupils make in each lesson in writing, against what they expected them to learn, very effectively. However, they make less effective use of these assessments to set out the more general steps that pupils need to make to improve or to adapt future work. Consequently, writing tasks are not always planned at just the right level for pupils and this prevents them from making even better progress in their work. Teachers use ICT imaginatively to engage pupils' interest in lessons and to focus the class on what will be learned. They use a very wide range of strategies in lessons, such as paired working, 'talking partners' and peer assessment, so that pupils share ideas freely and learn from each other. Teachers' questioning develops pupils' thinking very well. The key vocabulary for different subjects is learned thoroughly and is used by pupils in discussion.

## **Curriculum and other activities**

### **Grade: 2**

In addition to developing pupils' literacy, numeracy and computer skills, good provision is made to broaden experience through physical and creative study. Many pupils take advantage of the excellent range of extra-curricular activities in sport, the arts and music. Pupils say that these activities add greatly to their enthusiasm for school and that 'It's great because we have so much to choose from'. The pupils' personal, social and health education is very well promoted through careful planning, both in designated lessons and also through assemblies that celebrate individual effort and success. Pupils reflect what they learn in their everyday lives and have a secure sense of what it means to be good citizens. The school has made a good start on identifying pupils who have particular gifts and talents across a wider range of subjects. More work is needed to check that these pupils' needs are being consistently met through planning a curriculum that allows them to flourish.

## **Care, guidance and support**

### **Grade: 1**

The staff have a thorough understanding of what they need to do to keep pupils safe and secure. Procedures for safeguarding pupils are very robust. Pupils say that they know that they can talk to staff if they have any concerns and welcome the introduction of the 'worry boxes' to share any difficulties. They also take very good care of each other, including acting as buddies for any new pupils. The school works very effectively with parents, for example, by regularly involving them in 'Inspire Workshops' so that they can learn alongside their children and become better informed. Excellent links are established with outside agencies, such as health services, that promote pupils' welfare and progress. Pupils' progress is tracked carefully, and well-judged actions are taken to support any pupils who may be falling behind. The strong links with the local secondary school ensure that transfer runs very smoothly, helping pupils to make a confident start to the next stage of education.

## **Leadership and management**

### **Grade: 2**

The headteacher is the driving force behind the school's quest to get the best for all pupils. Her vision for the inclusive nature of the school's community is shared by the staff and governors and is reflected in its everyday life. The school has worked diligently on the right things. It knows what to do next because its view of what it needs to do to improve is drawn from rigorous analyses of data and careful checks in classrooms. The members of the newly formed management team are steadily developing their skills, under the headteacher's expert guidance, in monitoring teaching and learning. The staff work together as a strong team and readily embrace new ideas. The provision for pupils with learning difficulties is very well organised and managed to ensure that these pupils progress swiftly. Governors use their expertise well to support the school's work and they are good at questioning the school to help it reflect on its performance. The views of pupils, parents and other agencies involved in the school's work are frequently sought and taken into account in planning for the future.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

Thank you very much for the warm welcome you gave us when we visited your school recently. We really enjoyed talking and listening to you. Your school is rightly proud of the way in which you are growing up. We can understand why your parents are happy that you go there. We found that you go to a good school. It is a very happy and friendly place in which you do well and reach high standards in your work. These are some other things that we found out about your school.

- You told us how much you enjoy coming to school and taking part in the exciting activities.
- You are confident, polite and well-behaved young people who enjoy helping each other and making your school even better.
- You get good teaching and extra help if you need it.
- The grown-ups in your school are kind and work hard to keep you safe.
- We were glad to see that you eat healthily and know how to keep fit and healthy. Keep up the brain gym!
- Your school is well run. The people in charge of the school want the best for you and know what they need to do to make the school even better.

We have asked your teachers to make sure that they do two things to make your school an even better place.

- Help you to see exactly what it is that you need to do to make your writing better.
- Check that the curriculum gives extra challenge to those of you with special gifts and talents in different subjects.

Keep enjoying your time at Lyndon Green and trying your hardest. We wish you all the very best for the future.