



# Leigh Junior Infant and Nursery School

## Inspection Report

**Unique Reference Number** 103380  
**Local Authority** Birmingham  
**Inspection number** 286643  
**Inspection dates** 13–14 November 2006  
**Reporting inspector** Mike Capper

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

<b>Type of school</b>	Primary	<b>School address</b>	Leigh Road
<b>School category</b>	Community		Washwood Heath
<b>Age range of pupils</b>	2–11		Birmingham B8 2YH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 4642621
<b>Number on roll (school)</b>	498	<b>Fax number</b>	0121 3271792
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mohammed Aikhliq
		<b>Headteacher</b>	Julie Davies
<b>Date of previous school inspection</b>	1 November 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an inner city school where almost all pupils are from minority ethnic families, mainly Pakistani. The proportion of pupils who speak English as an additional language is high and many are in the early stages of learning English when they start school. Attainment on entry to the school is well below average. There are an above average number of pupils with learning difficulties or disabilities. The headteacher, deputy headteacher and assistant headteacher took up their posts in September 2006.

## 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 with strengths in the way that it looks after and supports pupils from many different backgrounds. There is a good curriculum that enables pupils to contribute well to the local community. Members of staff do their best to enrich the lives of all pupils through a very wide range of activities that take place outside lessons. These include trips abroad, super musical activities and a Saturday club. As one pupil rightly said, 'There is always something exciting going on'. High quality support from skilled learning mentors has a very positive effect on behaviour, attendance, attitudes to learning and parental involvement. Consequently, pupils' personal development is good. Pupils are happy at school. They behave well in most lessons and are eager to learn. Rates of attendance are very high. Pupils' achievement is satisfactory. Provision in the Foundation Stage is satisfactory. Although children settle quickly into the Nursery and improve their personal and social skills at a good rate, by the start of Year 1, standards are much lower than those found nationally. By the end of Year 6, standards are below average overall. Test results are lower in mathematics than in English or science because work is sometimes too hard for less able pupils. Teaching is satisfactory, but pupils' progress is not consistent across the school. Pupils make the best progress in Years 5 and 6 because teaching more successfully meets differing needs, especially in English and science. In Years 1 to 4, where progress is satisfactory, teachers have good relationships with the pupils, but they do not always expect enough of them. This slows the pace of learning. Pupils are given satisfactory academic support. Throughout the school, teachers are beginning to set targets to help pupils understand how they can improve their work, although these vary in quality and are not always challenging enough. High staffing levels have a good effect on learning, especially for pupils who are in the early stages of learning English. Leadership and management are satisfactory. The new headteacher and deputy headteacher have made a good start to improving the school and have quickly established a clear understanding of what needs developing, including the need to ensure that there is more good teaching. In a short time, the school has gathered a wealth of data about pupils' progress and has rightly identified that more use now needs to be made of this information to respond quickly to areas of concern as soon as they arise. The school continues to be at the heart of the local community. Parents are very supportive and are pleased with the way that the school is working to involve them more in their children's education.

### What the school should do to improve further

- Ensure that teachers expect enough of the pupils so that there is more good teaching across the school.
- Improve standards in mathematics by ensuring that work is matched closely enough to the needs of less able pupils.
- Make better use of information about how well pupils are doing to identify and tackle any underachievement as soon as it arises.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. When children start school in the Nursery, their attainment is well below that expected for children of this age. By the end of Reception, standards continue to be much lower than those found nationally. In the Nursery, progress is especially good in personal, social and emotional development, helping children to settle quickly. Pupils make satisfactory progress in Years 1 to 4, and standards in national tests at the end of Year 2 are well below average. However, pupils' progress accelerates significantly in Years 5 and 6, with teaching building more successfully on what pupils already know, especially in English and science. As a result, standards improve rapidly and they are below average by the end of Year 6. Test results in mathematics lag behind those in English and science because work does not always meet the needs of less able pupils. Throughout the school, timely and good quality support from teachers and skilled teaching assistants helps pupils who are in the early stages of learning spoken English to improve their skills quickly.

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

### **Grade: 2**

Pupils enjoy school and behave well, particularly in lessons. This enables pupils to get on with work set without being distracted. For the vast majority of pupils, this continues into the break and lunchtimes, although here there are occasions when a few pupils do not treat others with enough care. Pupils show a strong desire to do what is asked of them in lessons and show a positive attitude to all aspects of work. Pupils' spiritual, moral, social and cultural development is good. Pupils happily celebrate each other's successes and have a good awareness of the cultural heritage of the local community. They take responsibility well through activities such as the school council and their involvement in the 'Saltley Plus Parliament'. Pupils know the importance of staying healthy and safe. They take part in regular physical activities and happily play a wide variety of games in the playground. There is satisfactory development of the basic skills required for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Well-planned teaching gets children off to a good start in Nursery. Teaching is also good, and occasionally outstanding, in Years 5 and 6. In these classes, pupils make rapid progress because teachers' expectations are high and the pace of lessons is brisk. For example, in an outstanding Year 6 lesson about measurement, there was a high level of challenge and pupils produced work of real quality. In Reception and Years 1 to 4, where teaching is satisfactory, activities are well resourced but teachers do not always expect enough of pupils. Work does not consistently provide the right level of

challenge, especially for lower-attaining pupils in mathematics, who occasionally find the work too difficult. Throughout the school, teachers' marking is regular, positive and increasingly provides guidance to help pupils improve their work.

## **Curriculum and other activities**

### **Grade: 2**

There is a strong emphasis on broadening pupils' experiences through an outstanding programme of educational visits, including a visit to Paris. There is a very wide range of clubs. A 'Saturday Club' is very well attended and gives pupils opportunities to learn many new creative and sporting skills. Pupils say that they enjoy this club because they learn to 'co-operate with others you don't know' and 'learn new things about other cultures'. The curriculum has been adapted well to meets the needs of pupils, including those in the early stages of learning English. Great care is taken to ensure that the curriculum reflects the diverse backgrounds of pupils; for example, a striking display depicts the dam that was built in the homeland of many of the families from the school. An increased focus on numeracy is beginning to have a good effect on learning, though more needs to be done to ensure that lowerattaining pupils do well enough.

## **Care, guidance and support**

### **Grade: 2**

The effective way that the school provides personal care and support makes this a happy school. The school works well with outside agencies to safeguard children. Newly arrived pupils who join during the school year are well supported and helped to integrate quickly. Learning mentors provide outstanding support to pupils. Any pupils facing difficulties are identified early and effective arrangements are put in place to enable them to participate fully in lessons. Additional help outside lessons for pupils who are struggling tends to focus on improving literacy rather than numeracy skills, a factor that contributes to the generally higher standards in English than in mathematics. Pupils' progress is carefully assessed in English and mathematics but this information is not always used well enough to ensure that work is matched to the needs of all the pupils. Teachers set targets for all pupils, although these are not always challenging enough.

## **Leadership and management**

### **Grade: 3**

This is a school that is moving in the right direction. Senior managers have established clear systems for finding out how well the school is doing and are beginning to use this information to improve provision. There have already been many useful initiatives such as strengthening the links between subjects in order to make learning more purposeful. Most of these initiatives have not been in place long enough to have a major impact on standards. This track record of recent development demonstrates a sound capacity for further improvement. The checking of teaching by the headteacher

is thorough, although there is still more to do to iron out inconsistencies in teaching. Senior managers have pulled together information about pupils' progress into a more manageable form. This information is beginning to be used to identify and respond to dips in progress as soon as they arise, although this process needs extending so that teachers are more involved in the process. Governors are supportive. They are beginning to increase their involvement in holding the school to account so that they can play their part in planning for improvement more effectively.

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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>	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	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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	3

### Personal development and well-being

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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<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>	2

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
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 for welcoming us to your school and for showing us your work. You were very polite and friendly. We found lots of good things in the school and also some things that need improving. What your school does best:
  - you make good progress in the Nursery and Years 5 and 6
  - you really enjoy school and behave well in most lessons
  - there is a good school council that helps you to take responsibility
  - there are lots of interesting visits and visitors and you take a very active part in local events
  - your teachers are very kind and caring and they look after you well
  - you have a clear understanding of the importance of staying healthy and safe
  - members of staff are working very hard to make sure that you learn even more quickly
  - most of your parents and carers are pleased that you come to this school. What we have asked your school to do now:
  - make sure that teachers expect enough of you so that you make good progress
  - help you do better in mathematics by making sure that the work that they give you is not too hard for you
  - use information about how well you are learning to check that you are all doing well enough.
- We thoroughly enjoyed talking to you about your work and watching you learn. We wish you all well for the future. You can help your teachers by continuing to work hard and trying to behave well at all times during the school day.