



Lodge Lane First School

Inspection Report

Unique Reference Number 120986
Local Authority NORFOLK
Inspection number 291938
Inspection dates 3-4 October 2006
Reporting inspector Godfrey Bancroft

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

Type of school	First	School address	Lodge Lane
School category	Community		Old Catton, Old Catton
Age range of pupils	4-8		Norwich, Norfolk NR6 7HL
Gender of pupils	Mixed	Telephone number	01603 413946
Number on roll (school)	278	Fax number	01603 411935
Appropriate authority	The governing body	Chair	Mrs Sue Speck
		Headteacher	Mrs Pamela Dons
Date of previous school inspection	22 January 2001		

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Introduction

The inspection was carried out by a team of three Additional Inspectors.

Description of the school

This is an average sized first school in the north of Norwich. The socio-economic circumstances of the community are average. Attainment on entry is similar to national expectations. The proportion of pupils from minority ethnic backgrounds and the proportion who speak English as an additional language are lower than usually found. The percentage of pupils who have additional learning needs or disabilities is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Lodge Lane First School provides its pupils with a good education. The inspection agrees fully with the school's evaluation of its own performance. Children in the Reception classes and pupils in Years 1, 2 and 3 achieve well and make good progress in relation to their starting points. Pupils who have learning difficulties and disabilities and those who speak English as an additional language also achieve well. By the time pupils leave the school the standards they attain in reading, writing and mathematics are above average. They also attain above average standards in many other subjects. Pupils' personal development and their behaviour are good. Teachers have high expectations of pupils' behaviour and pupils respond well to these. Pupils' spiritual, moral, social and cultural development is also good. The school works very effectively to ensure that pupils have a good understanding of the values and beliefs of those who are from cultures that are different to their own. It is also very successful in its quest to ensure that pupils are knowledgeable about the need to eat healthily and about the importance of taking regular exercise. Pupils know how to keep themselves safe. For its part, the school is very good at ensuring that all the measures necessary to keep pupils safe and secure are fully in place. The quality of care, guidance and support provided for pupils is good. Pupils' clearly enjoy their education, which is exemplified by the very high levels of attendance. Pupils' achievement is underpinned by a good curriculum and by a good range of educational visits and visitors that enhance their learning well. The main reason why pupils achieve well is because teaching and learning are good. Teachers plan their lessons carefully, making learning interesting and enjoyable. They plan well for the full range of ages and abilities in each class. Consequently, pupils show enthusiasm for their learning and work hard. Good teaching is also helping pupils to acquire the basic skills of literacy and numeracy that will serve them well in later life. Teachers assess pupils' progress accurately and use the information they gain from assessments as a basis for subsequent learning. However, there is some inconsistency in their approach to ensuring that pupils are well-informed about what they are to learn during lessons. Similarly, whilst teachers are knowledgeable about the progress that pupils are making, they do not always provide them with opportunities to evaluate their own progress and to talk about what they could improve. The good quality of pupils' speaking and listening is a significant feature of their learning, with teachers using questions very effectively to extend and challenge pupils. The use of information and communication technology (ICT) to support teachers in their work and pupils in their learning, whilst satisfactory, is at a relatively early stage of development. The school has made good improvements since its last inspection. It is well placed for this pattern of improvement to continue. This is because leadership and management are good and the headteacher has created an atmosphere in which all adults and pupils feel valued and able to do their best. The school knows itself well and uses the information it gains from self-evaluation very effectively to plan for future developments. Governors provide very good support for all aspects of the school's work. They are very knowledgeable about what the school does well and about what it needs to do to improve. In partnership with the headteacher, they oversee the

use of the available resources very effectively and make a key contribution to the good value for money which the school provides.

What the school should do to improve further

- Adopt a consistent approach to informing pupils about what they are to learn during lessons. - Involve pupils more in the evaluation of their own learning. - Make full use of ICT to support teachers in their work and pupils in their learning.

Achievement and standards

Grade: 2

Children start in the Reception classes with attainment similar to national expectations. During their time in the Reception classes they make good progress and move into Year 1 with standards, in all areas of their learning, that exceed those expected for their age. Pupils continue to achieve well in Years 1, 2 and 3. The results of the annual national tests show that by the end of Year 2 standards in reading, writing and mathematics are above average. This represents good improvement since the time of the last inspection. Standards are also above average at the end of Year 3. With the exception of 2004, when standards were average, the pattern of above average standards has been maintained over the past five years. Pupils also attain well and make good progress in many other subjects, such as art and design and, design and technology. The school sets suitably challenging targets for attainment, which it is invariably successful in meeting.

Personal development and well-being

Grade: 2

Pupils are developing as well-rounded individuals because many aspects of their spiritual, moral, social and cultural education are strong. The work of the school council is outstanding. Innovative committee work, involving staff and pupils, permeates many aspects of school life, such as the strong tradition of fundraising for charities and very good environmental work. There is a very good partnership with an African school to which the fundraising work of staff and pupils is making a significant difference. This project is providing pupils with a good understanding of the needs of others who are less fortunate. Work on how to live and eat healthily is another strong focus. The school provides pupils with fresh fruit and vegetables to eat each day.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have a good understanding of the standards pupils have reached and assess their progress accurately. Their expectations are high

and pupils apply themselves well to all aspects of their work. In many lessons teachers ensure that pupils are aware of what they are expected to learn, but this is not consistent throughout the school. Teachers use questioning skills well and encourage pupils to consider their responses carefully. Teachers are becoming increasingly confident in the use of the recently installed interactive whiteboards, but these have not been in use for long enough to have an impact on pupils' learning throughout the school. However, several Year 1 pupils said 'We like working on the Smartboard, it makes the lesson fun'. Teaching assistants provide very effective support when working with pupils who have learning difficulties and disabilities. They use a range of strategies effectively to ensure that these pupils and those who speak English as an additional language make good progress. However, sometimes teaching assistants are not involved sufficiently in supporting pupils at the start and end of lessons.

Curriculum and other activities

Grade: 2

The curriculum is good and pupils' learning is enriched by a wide range of clubs, educational visits and visitors to the school. Programmes of learning are matched well to pupils' needs, particularly those who have learning difficulties and disabilities. Good use is made of the school grounds and the area outside the Reception classrooms to support the children's learning. Good links are made between pupils' learning in different subjects. For example, the African studies contribute positively to their learning in history, geography and music. The well planned curriculum for art and design helps to ensure the pupils achieve high standards in this subject.

Care, guidance and support

Grade: 2

This is a happy school where pupils enjoy learning and where they achieve well. This is because of good guidance, support and care combined with good relationships. Pupils are provided with the right conditions so that they can concentrate on learning to the full. All necessary systems are in place to ensure that pupils are safe. In this respect the headteacher and governors have a clear understanding of their responsibilities. The school's procedures to track pupils' progress over time provide a clear picture of their achievement and what they need to do to improve. However, the systems are labour intensive when teachers need to extract information about the progress of particular groups of pupils.

Leadership and management

Grade: 2

The headteacher provides good leadership and is supported well by colleagues who have additional responsibilities, such as senior teachers and subject leaders. Pupils and adults, including parents and carers, are very appreciative of the support and guidance they receive from the headteacher. The governors are great advocates for the work of the school. They undertake their duties very effectively and are very

well-informed about the school. They also set challenges that help to maintain the school's impetus for improvement by fulfilling their role as 'critical friend' to the headteacher and her colleagues very well. Responses to the questionnaire about the work of the school show that parents and carers are overwhelmingly of the opinion that it provides their children with a very good quality of education.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
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?	2
The standards ¹ reached by learners	2
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	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	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

5 October 2006 Dear Pupils Lodge Lane First School, Lodge Lane, Old Catton, Norwich, Norfolk, NR6 7HL This letter is to thank you for the welcome you gave us and for helping us with our work when we inspected your school. We know that you and many of your parents and carers think your school is good. We agree - it is a good school. You clearly enjoy attending your school. You can be justifiably proud of the progress you make and the standards you attain, especially in reading, writing and mathematics. We are also very impressed by your work in art and design and design and technology. Your teachers and teaching assistants do a good job and make your lessons interesting and exciting. For your part you behave well and work hard. We were also pleased to see that you enjoy the many additional activities that the school provides. Your school makes sure that you are safe and that you know how to stay healthy and take care of yourself. Your headteacher and school governors are good at making sure that everything at your school works well. They are also good at planning to make your school even better in the future. With this in mind and as a result of the inspection, we are asking your school to - - Make clear to you what you will be learning in each lesson. - Make sure you are fully involved in considering how well you are making progress. - Make full use of ICT, to help your teachers in their work and you in your learning. Well done to you all. Keep up the good work. Yours sincerely Godfrey Bancroft Lead inspector