

# Lady Katherine Leveson Church of England School

Inspection report

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<b>Unique Reference Number</b>	104095
<b>Local Authority</b>	Solihull
<b>Inspection number</b>	308508
<b>Inspection dates</b>	22–23 November 2007
<b>Reporting inspector</b>	Lois Furness

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>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	153
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steven Hill
<b>Headteacher</b>	Anne Byrne
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	Fen End Road West Temple Balsall Knowle Knowle Solihull B93 0AN
<b>Telephone number</b>	01564 772374
<b>Fax number</b>	01564 775456

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

In this smaller than average school, most pupils are White British, although nine other ethnic backgrounds are represented. More pupils join or leave the school at times other than is usual. The current headteacher was appointed 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 school provides its pupils with a satisfactory education, and it has a good capacity to improve further. Under the clear direction of the headteacher, strengths and weaknesses have been accurately identified. Firm action has resulted in improved provision, and although by Year 6, standards remain broadly average, the underachievement of the past has been rectified, and achievement is now satisfactory. However, the good picture of improvement in English and mathematics is not as clear in science. Pupils have insufficient opportunities for the investigative and experimental aspects of science, and too often they are given unchallenging worksheets. Despite this, pupils are prepared satisfactorily for their next stage of education.

Pupils' good personal development is a strength. Pupils enjoy school and have positive attitudes towards learning. These positive attitudes start in the Foundation Stage. Here, progress is satisfactory and by the time children enter Year 1, they are working securely within the goals expected for their age. Although the indoor curriculum is satisfactory, opportunities for children to develop their learning in the outdoor environment are insufficient.

Comments such as 'We enjoy our work and the 4 Rs, that is 'resilience, reciprocity, reflection and resourcefulness', help us to become better learners', show pupils' mature attitudes towards learning. Pupils are very clear about their '4 R' targets. For example, 'I have to learn to make links between what I know already, and new learning,' said one pupil. However, pupils do not have a clear understanding of their literacy and numeracy targets. Pupils say teachers do not refer to these targets as often as those for the '4R's'. However, teachers are using useful strategies to ensure pupils know what they are expected to learn in lessons and how they can succeed with their work. In some classes, expectations of what pupils are capable of are not high enough, and poorly presented work is accepted too readily.

Key factors in furthering pupils' enjoyment of school are the interesting curriculum and the wide range of visits, visitors and extra-curricular activities. Pupils speak enthusiastically about the sporting activities available and how initiatives such as the 'walking bus' help them to take regular exercise. They know the importance of eating healthily, trying hard to eat fruit and vegetables every day. Behaviour is good and opportunities to take responsibility are welcomed by pupils. School council members are proud of the work they do, and the eco-monitors do a good job in saving energy by turning off lights and water taps, for example.

Most parents have confidence in the school and appreciate the way it looks after their children. 'Lady K has a very warm close-knit environment where there is a strong caring ethos shown by all staff,' is a typical comment made. Pupils feel safe in school knowing staff will help them if they have a problem. They know how to keep themselves safe, well aware of the dangers of speaking to strangers, for example. Although pastoral care is good, academic guidance is not as strong. The use of assessment information, although improving, is not used well enough to ensure pupils' progress is maximised. As yet, the tracking system does not provide teachers with a clear overview of pupils' progress year by year.

## Effectiveness of the Foundation Stage

### Grade: 3

In the Foundation Stage, there is a satisfactory range of indoor activities to engage children's interest. However, opportunities for outdoor learning are not sufficiently developed. Too often, outdoor activities are overly adult-directed so limiting children's independent learning skills.

Even so, children make satisfactory progress. By the time they leave this key stage, most of them are working securely within the goals expected and are prepared well for learning in their next class. Good relationships between children and adults mean children settle quickly and feel safe. They are happy and clearly enjoy their work, especially activities such as 'Write Dance'. One group of children had great fun as they excitedly developed their co-ordination skills using paint and music.

### **What the school should do to improve further**

- raise teachers' expectations of what pupils are able to do, and involve pupils more in knowing how to improve their work
- develop pupils' investigative and experimental skills and limit the use of unchallenging worksheets in order to raise standards in science
- provide teachers with a clear overview of pupils' progress year by year, ensuring this information is used rigorously to maximise learning
- improve outdoor learning opportunities for children in the Foundation Stage.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards by Year 6 have been broadly average over the last two years. This is not good enough, considering children's above average attainment on entry to the school in the Foundation Stage, and their above average standards by the end of Year 2. Although, in Years 3 to 6, there has been a high proportion of pupils joining the school, some of whom have learning difficulties and/or disabilities, the leadership has identified that progress in the past has been inadequate. Teachers have not had sufficient information about what pupils need to learn in order to make good progress. However, as the use of assessment information has improved, so has pupils' achievement, which is now satisfactory in English and mathematics in all year groups. This encouraging picture is less evident in science, however, where pupils do not have sufficient opportunities to develop their investigative and experimental skills. Teaching assistants support pupils with learning difficulties and/or disabilities sensitively, ensuring they make satisfactory progress.

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

### **Grade: 2**

Pupils enjoy school. They show positive attitudes because, as one pupil said, 'We all get on well together, and the school provides something for everyone.' Nevertheless, attendance is only average because some parents insist on taking their children on holiday during term time. Pupils' behaviour is good and bullying is rare. Pupils confirm that, if it does happen, it is dealt with effectively by staff. Pupils have a good understanding of right and wrong, showing care and consideration for each other. The responsibilities they have, such as eco-monitors and school council members, and the close contacts with the adjoining residential care home, lead to them having a good understanding of how a community should cooperate. Pupils have adopted healthy lifestyles readily, eagerly taking part in the many sporting activities offered. They know how to keep themselves safe and are aware of the harmful effects of smoking,

alcohol and drugs. Although pupils' personal development is good, satisfactory academic skills mean pupils are only satisfactorily prepared for the next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Good relationships between adults and pupils ensure pupils are happy and confident to ask and answer questions. They like their teachers and say the use of strategies such as 'WALT' and 'WILF' help them to know what they are expected to learn and how they can achieve success. Talking to each other about their ideas is something they also find useful, saying, 'It is good when we can learn from each other.' Teachers use interactive whiteboards well to demonstrate new learning and to involve all pupils.

Although the use of assessment is improving, notably in English and mathematics, teachers' expectations of what pupils are able to do are insufficiently high. For example, untidy and poorly presented work is too readily accepted, and some teachers use unchallenging worksheets, particularly in science.

### **Curriculum and other activities**

#### **Grade: 2**

The interesting curriculum now mainly meets pupils' needs, as shown by pupils' improving progress and achievement. Information and communication technology is used well to support learning, but the opportunities for pupils to use their literacy and numeracy skills in different subjects are not as well developed. Pupils' enjoyment of school is promoted through good enrichment of the curriculum. Good links with the local college and secondary school further enhance pupils' curricular opportunities. Modern foreign languages add an interesting dimension to pupils' learning and cultural development. Teaching pupils about the importance of keeping safe, staying healthy, understanding their emotions and the part they can play as good citizens in society are given good attention.

### **Care, guidance and support**

#### **Grade: 3**

Pupils say they feel safe and any adult will help them if they have a problem. All procedures for safeguarding pupils are firmly in place. Induction procedures are good and pupils who are new to the school quickly become involved in all aspects of school life. As one parent typically said, 'We appreciate the school's efforts in helping our children to bridge the gap from another country and culture.' Systems for improving attendance are proving effective because attendance is slowly improving.

A satisfactory tracking and target-setting system is helping staff to be more aware of pupils' progress. Even so, this system does not provide sufficient information as to whether progress year by year is good enough. Pupils have a good understanding of their 'Building Learning Power' targets, speaking confidently about the '4 Rs', but their understanding of their literacy and numeracy targets is less strong. Marking is satisfactory with examples of good practice in English. The support given to pupils with learning difficulties and/or disabilities is satisfactory. However, their individual plans of work do not always identify measurable targets for improvement clearly.

## Leadership and management

### Grade: 3

Rigorous monitoring and evaluation procedures have enabled the new headteacher to identify strengths and weaknesses in provision quickly and accurately. This has resulted in good action taking place to rectify weaknesses, for example, improved tracking procedures. Governors, staff, parents and pupils are appreciative of the headteacher's work. As a result, many parents made a point of expressing their support, such as 'Since the arrival of the new headteacher, the school has made several important changes which are moving the school forward.' Good groundwork has been laid, and middle leadership is improving particularly in English and mathematics. Governors are supportive and are now developing their role of challenge.

Since the previous inspection, the pace of improvement overall has been slow. However, the rapid changes for the better since the appointment of the new headteacher, and the already notable improvement in achievement in English and mathematics, show that this school has good capacity to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



**Annex A**

## Inspection judgements

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

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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>	3

<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.

## Annex A

**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	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
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

26 November 2007

Dear Children

Inspection of Lady Katherine Levenson CE Primary School, Knowle.

Thank you for making us so welcome at your school. We enjoyed meeting you and hearing about your work. This letter is to tell you about our findings. The school provides you with a satisfactory education. Here are some of the good things we found:

- You attain standards that are similar to those found in most schools and as a result of the good work of the headteacher and staff these standards are starting to improve – so keep on trying hard with your work.
- We agree with you when you say you have lots of opportunities to take part in sport and other activities. It is amazing you are able to learn four different foreign languages! No wonder you enjoy school so much.
- You understand the importance of keeping healthy through eating properly and taking regular exercise. We agree the 'walking bus' is a good idea.
- We are pleased to know you feel safe and know how to keep yourselves safe both in and out of school.
- You behave well and you should be proud of the way you are so polite and helpful.
- You are keen to help others and we think the school council and the eco-monitors do a really good job.

Now here are some suggestions about how your school could help you to do even better:

- We think your teachers should expect more of you in lessons and make sure you all present your work as neatly as you can. Also, you need to be given more guidance about how you can make your work better.
- We think you should do better in science and have more opportunities to plan investigations and carry out more experiments. Also, the science worksheets you are given do not make you think hard enough.
- We also think that teachers should use information carefully about what you know already to make sure that you all learn as much as you can.
- Those of you who are in the Foundation Stage should use the outdoor environment much more to help you learn.

Thank you again for being so polite and helpful. If you remember, try to ask your teachers for advice about what you can do, to help you attain higher standards!

Yours faithfully Lois Furness Lead inspector

## Annex B



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Lead inspector