

Lyndon Green Infant School

Inspection report

Unique Reference Number	103229
Local Authority	Birmingham
Inspection number	336036
Inspection dates	7–8 December 2009
Reporting inspector	David Driscoll

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	Chris Clarke
Headteacher	Barry Yeardsley
Date of previous school inspection	3 March 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff, pupils and parents. They observed the school's work, and looked at: the data on pupils' performance, including their current progress, safeguarding records, plans for the future, and records of the school's own monitoring of its performance. The responses to 63 parents' questionnaires were considered, alongside responses to questionnaires from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by pupils from a Bangladeshi or Pakistani background
- whether standards have improved after a dip in 2009
- the success of initiatives to raise boys' standards in writing.

Information about the school

This large infant school draws its pupils from an urban area. The proportion of pupils eligible for free school meals is average. There are significantly more boys than girls in all year groups. Above average proportions of pupils come from minority ethnic backgrounds and speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is below average. However the proportion with a statement of special educational needs is very high as the school provides a special resource base for pupils with speech and language difficulties, many of whom have other special educational needs as well.

The school has been awarded a Basic Skills Quality Mark on five occasions and holds Healthy School and Eco School (Silver) awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Lyndon Green Infants is a good school. 'If you see someone without a smile, give them one of yours' is the school's motto, and there are plenty to spare at Lyndon Green. Children in the reception class come rushing to school each morning, looking forward to learning and playing with all their friends. Older pupils are equally as happy, but they have more weighty matters on their minds. They play an outstanding part in the school community through roles such as 'office managers', responsible for communications within school and with the junior school, or through being part of the research group who, amongst other things, visit other schools to see how children learn. Parents are also very pleased with the good education the school provides. They are confident that they can leave their children feeling totally safe and free from worries in the mornings. This is entirely justified as children receive an exceptional standard of care. In lessons, pupils concentrate well and most groups make good progress in all three years. Those attending the resource base make outstanding progress because they receive support of the very highest quality from staff who have a deep understanding of their needs. Boys and girls do equally well in their reading and mathematics, while girls usually outperform boys in writing. However, the gap is closing rapidly and has been eliminated in Year 1. In Year 2, the most able boys still lag behind the girls of similar ability. They are less likely than girls to do the corrections or extra work given to them, and teachers do not always check that they have done so. Teachers are very good at checking pupils' understanding in lessons, and then changing the task to make it more or less difficult as necessary. Occasionally, the written comments in books in Year 2 contain errors in spelling, punctuation and grammar that do not set the best example to pupils.

The school has made good progress since it was last inspected, which is evidence of its good capacity for improvement. Areas of strength have either been maintained or improved. Equality of opportunity, for example, is now outstanding because of the success the school has in identifying and tackling any differences in progress between groups. The school is particularly successful at promoting respect for others and valuing differences, often using the outstanding partnerships maintained with other schools and outside agencies. Accurate self evaluation is at the heart of the school's work. Thorough checks are carried out by the school's senior leaders to identify where improvements can be made. Governors are very supportive and play a full role in these checks, but do not evaluate the results sufficiently to allow them all to monitor the school's progress towards its priorities and consequently hold the school's senior managers to account.

What does the school need to do to improve further?

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- Improve the progress in writing of the most able boys in Year 2 to match that made by the girls, by ensuring:
 - they carry out all corrections and additional work identified by their teacher
 - marking always sets a good example of spelling, punctuation and grammar.
- Improve the role played by governors in helping to drive the school forward by ensuring that the results of their monitoring activities are:
 - thoroughly evaluated with respect to the school's priorities for improvement
 - shared with all governors
 - used to challenge the school's senior managers' views more effectively.

Outcomes for individuals and groups of pupils**2**

Children usually join their reception class with knowledge, skills and understanding that are as expected for their age. They make good progress and start Year 1 with above average standards. Some attend the resource base, and pupils from other schools join the school in Years 1 and 2 to benefit from the specialised support in the resource base. Standards are usually well above average by the time pupils leave Year 2, but this varies from year to year. Standards were average in 2009, because a higher than average proportion were attending the resource base. These included more pupils from a Pakistani or Bangladeshi background than usual. The work seen during the inspection confirmed that standards are currently much higher than in 2009, and pupils from all ethnic backgrounds, English first language speakers and those who speak English as an additional language make equally good progress.

Pupils behave well throughout the school. They are polite and very welcoming to visitors. They greatly enjoy most lessons because activities often make learning fun. They particularly enjoy practical things. For example they were delighted when they put their hands into a bowl of jelly to help them think of 'describing words' for the sensations they experienced, and came up with some excellent ideas. They usually concentrate well, but occasionally they become bored if the teacher talks for too long and then they start to chat to their neighbour or fiddle with whatever comes to hand. Pupils have an excellent comprehension of ways of keeping themselves safe, and discuss issues such as 'stranger danger' sensibly and with no undue sense of fear. The school uses its partnerships with others to develop pupils' excellent understanding of similarities and differences between people. They often visit the local special schools, for example, and the research group are currently working on building links with schools in other areas. The way that the pupils themselves help to drive improvement is remarkable. It was the pupils, for example, who put forward the idea of developing a 'forest school' after seeing one for themselves, and they subsequently helped with the plans and implementation, including organising the supply and planting of trees. Their good moral and social development is evident in the school rules they draw up to be used for each year group.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have high expectations of pupils' behaviour and standards of work in lessons. They plan activities to be interesting and engaging. The tasks they set are challenging, but achievable if the pupils work hard. Teachers question pupils well to assess their understanding, and pupils are always given time to think about their answers. This promotes their self-confidence, which is apparent in the way they are always ready to 'have a go' at a problem, especially in mathematics. The school is quick to take action if an individual falls behind or is struggling with their work. Teaching assistants and teachers work very well as a team. They ensure that the work is well matched to the needs of individuals, and some receive a modified curriculum, including being withdrawn from lessons for intensive support, to ensure that they catch up with their peers. The curriculum is well planned to develop pupils' good understanding of how to lead a healthy lifestyle, although the number of extra clubs and activities is modest. The concentration on inclusion and meeting the needs of individuals is also very apparent in the care and guidance provided by staff. Children know what school will be like before they start and older ones are very well prepared for their move to junior school. The

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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support for vulnerable pupils is exceptionally detailed and thorough, with excellent use made of outside agencies whenever the need arises. Those in the resource base receive outstanding care in all respects from well-qualified, experienced and caring staff.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school's leaders have a clear picture of its strengths and areas for improvement because data on the progress made by pupils is analysed well, and good account is taken of the views of parents, staff and pupils. Priorities for improvement are clearly focussed on improving pupils' standards and actions taken are very successful. The headteacher provides a strong lead, but also distributes responsibility very well so that all managers rightly feel they have a part to play in driving the school forward. Notable success has been achieved in improving assessment and reducing the gap in progress made by boys and girls in their writing. The school's emphasis on equality of opportunity is not just about meeting the needs of individuals, but also rigorously tackling the rare incidents of racism or sexism that may arise, and explaining to all pupils why they are wrong. The school makes good use of the different ethnic groups in the school to teach pupils about how others live their lives. There are good links with the local and wider communities that help to ensure good provision for community cohesion, and plans are being drawn up to extend this to provide a contrast with more rural areas. The school adopts good practice in meeting all safeguarding requirements.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The good links that are maintained with nursery and other provision ensure that children are well prepared for life at school and settle in very quickly. Progress in personal development is particularly strong. Children quickly get into good habits of working with others and persevering with activities even when they don't go as planned, such as the tower of blocks collapsing just before putting the last one on. Routines are established very quickly and a strong emphasis is placed upon children sharing and working together co-operatively. One most notable feature of provision is the way that children are given time; time to think, to work things out, and to ask questions, all of which encourage independence. Teachers plan a wide range of activities that provide a good balance between those led by staff and those chosen by the children themselves. Children's progress is assessed very well during activities led by staff, so that all staff have a clear idea of what each child needs to work on next in order to continue to improve. Opportunities to assess children when they are working on their own initiative are often missed. The school's success in improving boys' writing starts in the reception class where there is a highly structured approach to making marks and linking the sounds made by letters to their shapes. The provision has made good progress since it was last inspected. The leader has an excellent understanding of the Early Years Foundation Stage and identified clear and appropriate areas for improvement, although the views of parents are not routinely taken into account when drawing up plans to meet priorities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents' comments and questionnaires show they are very happy with all that the school

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offers. They are particularly impressed with the quality of care provided. Inspectors fully endorse their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lyndon Green Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 280 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	81	12	19	0	0	0	0
The school keeps my child safe	52	83	11	17	0	0	0	0
The school informs me about my child's progress	35	56	24	38	3	5	1	2
My child is making enough progress at this school	45	71	16	25	2	3	0	0
The teaching is good at this school	49	78	13	21	1	2	0	0
The school helps me to support my child's learning	46	73	16	25	1	2	0	0
The school helps my child to have a healthy lifestyle	51	81	10	16	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	65	11	17	1	2	0	0
The school meets my child's particular needs	47	75	15	24	1	2	0	0
The school deals effectively with unacceptable behaviour	36	57	23	37	1	2	0	0
The school takes account of my suggestions and concerns	32	51	24	38	2	3	0	0
The school is led and managed effectively	47	75	15	24	1	2	0	0
Overall, I am happy with my child's experience at this school	51	81	10	16	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 December 2009

Dear Children

Inspection of Lyndon Green Infant School, Birmingham, B26 1LZ

Thank you so much for all the help you gave us when we visited your school. It was clear from all your smiling faces that you really enjoy coming to school, and we can see why. You are exceptionally well looked after and your teachers make learning fun so you learn quickly. Most of you do well in your reading, writing and mathematics. Some of the boys in Year 2 who are already quite good at writing could still do even better. So we have asked the teachers to make sure they do all the extra work they are given. We have also asked them to make sure when they mark your books it always shows you how to spell and use punctuation properly. Boys, you can help yourselves by making sure you always do your spellings and follow your teachers' instructions. We were very impressed by all the extra jobs you do to help out in school. We were especially impressed by the way you tell the teachers when you have a good idea about how to make the school even better. We know you often do this after you have visited another school to see how well the children there are learning. Most of all though, you are brilliant at being friends with others, including in other schools, and helping them to be happy too. Well done!

One reason you are so happy at school is because you know that you will come to no harm there. All the grown ups in the school take fantastic care for you and make sure you always have someone to talk to if you are feeling a bit down. The people who run the school are good at finding out what could make it even better. They then decide what they need to do, and get on with doing it. Some of the people who help to run the school, called governors, sometimes let the headteacher get on with things without checking that the school is improving as quickly as possible. So we have asked them to check more thoroughly. Even so, your school is getting better and better all the time, because everyone involved is working to help you to learn more quickly.

With all best wishes for your future.

Yours sincerely,

David Driscoll

Lead inspector

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