

# Leigh Junior Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	103380
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336070
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Derek Aitken

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	514
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mohammed Akhlaq
<b>Headteacher</b>	Mrs Julie Davies
<b>Date of previous school inspection</b>	13 November 2006
<b>School address</b>	Leigh Road Washwood Heath Birmingham
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## Introduction

This inspection was carried out by four additional inspectors. Twenty teachers were observed teaching 24 lessons. Meetings were held with governors, staff and groups of pupils. Informal discussions were held with parents and carers on the playground. The inspectors observed the school's work, and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment data. The inspectors analysed 52 questionnaires from parents and carers, 104 from pupils and 23 from staff.

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

- pupils' progress in reading in Key Stage 1
- pupils' attainment and progress in writing in Key Stage 2
- how well the school promotes attendance
- the effectiveness of provision in developing children's literacy skills in the Early Years Foundation Stage.

## Information about the school

This is an inner city school where almost all pupils are from minority ethnic families, mainly of Pakistani heritage. The proportion of pupils who speak English as an additional language is high and most are in the early stages of learning English when they start school. The percentage of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is average. Most of these pupils have moderate learning difficulties. Early Years Foundation Stage children are taught in two Nursery classes and two Reception classes. The school has Healthy Schools status and holds the Activemark and Eco-Schools Bronze 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**

**1**

## Main findings

Leigh is a good school. Its care, guidance and support systems are of exceptional quality. The school's highly successful strategies for promoting pupils' well-being and academic progress are reflected in some exceptional outcomes for pupils' personal development and their good achievement.

The school has made outstanding improvement since its last inspection. Keys to its success are the high expectations and well-organised leadership provided by the headteacher. She has been supported exceptionally well by the deputy and assistant headteachers. They have worked with determination and skill to construct and embed robust systems to improve the quality of teaching and learning, and to develop provision. The highly accurate use of assessment information to identify and tackle weaknesses, combined with outstanding teamwork, ensures that the school knows itself extremely well. These strengths provide the school with an excellent platform for further improvement.

Good teaching and effective support from bilingual teaching assistants ensure that children get off to a good start in the Early Years Foundation Stage. Carefully considered improvements to provision are contributing to a steady rise in standards but children's skills remain below national expectations by the time they join Year 1. Pupils' progress accelerates as they move through the school and acquire greater fluency in English. Standards in Year 6 have improved substantially in the last five years and are now average overall. While pupils make good progress, especially in reading, mathematics and science, progress is a little slower in writing because of some limitations in opportunities for pupils to develop independently the skills of extended writing.

The curriculum supports pupils' development well. Physical activities feature strongly in school life and contribute greatly to pupils' self-esteem and strong work ethic. The school's awards for promoting healthy lifestyles are well merited. Great emphasis is placed on instilling in pupils a strong awareness of how to stay safe. The vast majority of teaching is good and some practice is outstanding. Highly effective teamwork between teachers and teaching assistants promotes the progress of all pupils well. The school's firm commitment to pupils with special educational needs and/or disabilities, and to pupils with English as an additional language, is reflected in the consistently good progress these pupils make.

The school has very effective systems for promoting attendance. Although the rate is affected by observance of religious festivals, and by the small proportion of parents and carers who choose to take their children on extended holidays during term-time, it remains average.

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## What does the school need to do to improve further?

- Accelerate pupils' progress in English by:
  - providing more opportunities for them to plan and produce independently well-structured and imaginative pieces of extended writing.
- Raise the level of attendance by working more intensively with the small proportion of parents and carers who take their children on extended leave.

## Outcomes for individuals and groups of pupils

**2**

Lesson observations and work in pupils' books confirm that pupils achieve well. All groups progress at a similar rate and some pupils in Key Stage 2 learn at an exceptionally fast pace. Limitations in the linguistic skills of pupils in Key Stage 1 restrict their progress but, nonetheless, they gradually acquire the strategies to read accurately, for example, in guided reading lessons. In a Year 1 lesson, pupils showed a developing ability to match letters to sounds through chanting rhymes. Their ability to retrieve information and to understand the meaning of what they have read improves markedly in the older years when they have mastered the skill of reading independently. Older pupils write accurately on a suitable range of subjects but tend to play safe with their choice of sentence construction and use of vocabulary. Consequently, their writing sometime lacks sufficient variety and colour. Pupils show greater independence in mathematics and can devise their own problems and convert fractions to decimals accurately from memory. Pupils with special educational needs and/or disabilities also make good progress in their reading in individual or small group sessions.

Pupils are keen to learn and concentrate well in lessons. They say, 'The teachers make us work hard but we like this because the lessons are fun'. Their behaviour is good and sometimes it is exemplary. Pupils have an excellent knowledge of safety-related issues, such as 'stranger danger' and a sharp appreciation of healthy lifestyles and the need for a balanced diet. They participate enthusiastically in extra-curricular activities, including Saturday school, and take pride in representing Leigh in inter-school competitions. Pupils contribute exceptionally well to the community, for example, as song leaders and as school councillors in improving the outdoor area. The 'Green Team' demonstrate an impressive commitment to recycling and energy conservation, as reflected in the school's award. Pupils' excellent spiritual, moral, social and cultural development is amply demonstrated in their very constructive relationships, high levels of mutual respect and understanding of cultural diversity. Their strong sense of teamwork, good achievement and emergent enterprise skills set them up well for the next stage in their learning and future lives.

*These are the grades for pupils' outcomes*

<sup>1</sup> 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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Teaching has many strengths. Encouragement and praise are used frequently to foster pupils' interest and enthusiasm. Teachers make good use of success criteria so that pupils know what is expected of them. They question pupils skilfully to probe their understanding and make good use of assessment information to match work closely to the needs of all groups of pupils. Consistently good lesson planning is reinforced by the contribution of well briefed teaching assistants, and this strong collaborative work supports the learning of all pupils very effectively. The full engagement of pupils was reflected in an excellent mathematics lesson where pupils debated with each other how best to work out shop discounts. On a few occasions, teachers talk for too long, and this restricts opportunities for pupils to explain their ideas fully. Teachers' marking makes good use of pupils' targets and provides effective guidance to pupils on how they can improve their work.

Pupils' good achievement and involvement in school life are supported well by accurately targeted support programmes, including booster sessions and a vast range of trips, visits and activities, such as photography, pottery and gardening club. No opportunity is overlooked to reinforce basic skills as pupils use the time when they move between lessons to recite times tables and the alphabet. While pupils acquire essential writing skills well through practice in guided writing, opportunities for independent writing are limited.

Pupils feel valued, know that adults have their best interests at heart and respect the school's firm guidelines on behaviour. Pupils say that bullying is not an issue and that very occasional instances of name-calling are dealt with promptly by staff. High

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aspirations for pupils' achievement, hard work and good attendance are actively fostered and celebrated in well planned assemblies. The school promotes pupils' awareness of safety exceptionally well, for example, through visits from the fire service or the police. Teachers' thorough discussions on pupils' progress support pupils exceptionally well when they move up to the next class. The progress of pupils with special educational needs and/or disabilities is systematically tracked and supported by good individual education plans.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders have established highly effective procedures for monitoring and evaluating the school's work. Data are used exceptionally well to set challenging targets for pupils, tackle dips in pupils' achievement and modify the curriculum suitably. Teaching and learning is thoroughly monitored. Prompt and highly effective action is taken to ensure consistent practice by building on strengths, developing the staff's expertise and dealing rigorously with any shortfalls in quality. Staff fully share the leadership's high expectations. Morale is high and staff work confidently in pursuit of the school's aims. Leaders are far from complacent and plan well for future improvement. The school makes exceptional use of its extensive network of local and national partnerships, including business links, to enhance the curriculum for pupils. The school's outstanding promotion of equal opportunities is reflected in its careful consideration of the needs of all pupils in lesson planning and the highly positive outcomes for pupils' personal development. The school promotes community cohesion well, not only in the local area, but through active national links with primary schools whose pupils come from very different backgrounds. Leaders carry out regular health and safety checks and other procedures, including staff training; policies for safeguarding are good. Governors support the school well, for example, in financial matters and safeguarding.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good gains in their learning from entering Nursery with skills which are well below the levels expected for their age. Most children speak little or no English and staff need to coax them to develop early speaking skills. Warm relationships and the deployment of able bilingual assistants help children to take their first steps in learning English. The constant emphasis on childrens' well-being ensures that they not only feel secure in the setting but also develop a good awareness of how to act safely and eat sensibly. Staff work successfully to enlarge children's experiences in Nursery by linking their learning in the classroom to first-hand experiences of the wider world, for example, through visits to the local park. Reception children benefit from targeted programmes in letters and sounds and lively opportunities to develop imaginative language when they go on a 'bear hunt' in search of the 'goggly-eyed bear'. Leaders keep the quality of provision under careful review and analyse children's achievements closely; substantial changes implemented recently have contributed to a rise in standards, including in children's literacy skills. Not all the changes have fully bedded in and the lack of direct access for Reception children to the outdoor area, due to the layout of the accommodation, sometimes affects the continuity of their learning. The setting is led and managed well and all welfare requirements are fully met.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## Views of parents and carers

Parents and carers' responses to the questionnaire reflect a good level of satisfaction with the school's work. The level of response was low, and too few written comments were received to detect a pattern of either positive or negative views. Inspectors entirely agree that the school keeps pupils safe and found a great deal to commend in the school's provision which is reflected elsewhere in the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leigh Junior Infant and Nursery 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 514 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	56	21	40	1	2	1	2
The school keeps my child safe	28	54	22	42	0	0	1	2
The school informs me about my child's progress	23	44	24	46	1	2	1	2
My child is making enough progress at this school	24	46	24	46	1	2	0	0
The teaching is good at this school	19	37	31	60	0	0	2	4
The school helps me to support my child's learning	22	42	25	48	2	4	1	2
The school helps my child to have a healthy lifestyle	29	56	21	40	1	2	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)	17	33	26	50	2	4	1	2
The school meets my child's particular needs	21	40	27	52	2	4	0	0
The school deals effectively with unacceptable behaviour	27	52	22	42	1	2	2	4
The school takes account of my suggestions and concerns	17	33	28	54	3	6	1	2
The school is led and managed effectively	24	46	26	50	1	2	0	0
Overall, I am happy with my child's experience at this school	28	54	20	38	1	2	1	2

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



25 June 2010

Dear Pupils

Inspection of Leigh Junior Infant and Nursery School, Birmingham, B8 2YH

I would like to thank you for your help when we inspected your school and to share with you what we found out.

Yours is a good school and there are a lot of super things about it:

- you said you had lots of chances to do really useful jobs in school and we agree
- many areas of your personal development are excellent. For example, you know very well how to stay safe and what to do to look after your health
- you have a great sense of teamwork, are proud of your school and get on very well with the staff and each other; you behave well
- the staff look after you really well and keep a careful check on how well you are doing in your work to make sure no-one is left behind
- teachers and teaching assistants are real team players and show this by planning work to suit your needs and helping you all to make good progress
- the leadership of the headteacher and other key staff is excellent.

Your progress in writing lags just a little behind the other subjects. To help you improve this I have asked the staff to give you more chances to write longer pieces of work on your own, and to make sure you use more varied and imaginative language.

I have also asked the staff to work more closely with some parents and carers to make sure you all attend school regularly.

You can help by making sure that you don't forget to follow your teachers' good advice on how to improve your writing.

Yours sincerely

Derek Aitken

Lead inspector

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