

Lozells Junior and Infant School and Nursery

Inspection report

Unique Reference Number	103227
Local Authority	Birmingham
Inspection number	353935
Inspection dates	27–28 April 2010
Reporting inspector	Linda Rockey HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	465
Appropriate authority	The governing body
Chair	Mrs Theresa Kraft
Headteacher	Mr Mohamed A Shariff
Date of previous school inspection	20 June 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two

- additional inspectors. They observed 23 lessons and saw 17 teachers. Inspectors also observed the school's work and looked at a wide range of documentation including the school's self-evaluation, the school development plan, external reports and assessment information. Inspectors looked at pupils' books and met with groups of parents and carers, pupils, governors and the headteacher of the neighbouring secondary school. The school's safeguarding policy and practice were also scrutinised. Inspectors received 108 completed questionnaires from parents and carers.

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

- the rate of pupils' learning and progress to find out how well pupils are doing relative to their starting points
- the quality of teaching and whether it is sufficiently tailored to meet the needs of all pupils
- the impact of leadership in driving school improvement to raise attainment.

Information about the school

This larger-than-average primary school serves an ethnically diverse, culturally rich community in an inner city area. Most pupils are of a minority ethnic background, including Bangladeshi, Pakistani, and Somali heritage. The proportion of pupils known to be eligible for free school meals is high and three-quarters of the school population speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is broadly average. The school has gained several awards including the National Healthy Schools Status and Activemark. A playgroup run by the school is located in the school grounds. In addition, staff provide opportunities for pupils to attend clubs before and after the school day. The headteacher was appointed in the summer term 2009. He is the fifth headteacher in the last three years. The school is due to move into new purpose-built premises in February 2011.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because

- it is performing significantly less well than in all the circumstances it could reasonably
- be expected to perform. The school is therefore given a notice to improve. Significant
- improvement is required in relation to:
 - raising attainment
 - improving the quality of teaching and the rate of progress in learning
 - improving attendance
 - developing shared leadership across the school.

Pupils' attainment is low and has declined over the past three years. The school's data for 2009 demonstrate that standards in English, mathematics and science are not high enough. Since the appointment of the new headteacher, the senior leadership team, with some external support, have worked hard to create the right conditions for learning. Behaviour has improved. One pupil told an inspector, 'It's way better.' The new headteacher has focused on ways to arrest the decline in pupils' attainment.

Accountability has increased and there is regular monitoring of classroom practice. As a result, teaching has improved significantly over the past two terms and pupils are beginning to do better. However, the school has not analysed the performance of different groups in sufficient detail to ensure all are achieving as well as they should.

The Early Years Foundation Stage is a strength of the school. Children make good

- progress from their starting points because staff make regular and accurate assessments of how they are doing. They plan the next steps of learning according to the children's needs. Good progress is secured by effective, timely interventions. This good practice has not been shared sufficiently across the school to help to bring about a consistent quality of teaching and use of assessment information.

Pupils have a good understanding of how to lead a healthy life. They have had a positive influence on the healthy nature of school lunches and gained the National Healthy Schools Status. All pupils receive two hours of physical education each week and they have a good understanding of the importance of physical activity as recognised by the Activemark. Pupils say bullying has stopped and the learning mentor deals effectively with any incident that arises.

The headteacher has identified a lack of accountability for pupils' learning and progress by both staff and the governing body. The restructuring of the staff team is a priority

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and the headteacher has begun to delegate more responsibility and make staff answerable for pupils' learning and progress. There are growing expectations that class teachers will be held to account for their pupils' performance through regular review meetings. Improvements have resulted from the monitoring of weekly planning and the whole school approach to rewarding and celebrating good attendance. Such decisive actions indicate a satisfactory capacity for sustained improvement. The school has implemented effective strategies to improve attendance but it remains low.

What does the school need to do to improve further?

- Raise attainment in English, mathematics and science in line with national averages by 2011 through:
 - improving the pace of learning in Key Stages 1 and 2
 - ensuring consistency of good teaching across the school
 - using assessment information to ensure activities are appropriately matched to pupils' needs
 - analysing the performance of specific groups of pupils to improve outcomes for all
 - sharing good or better teaching across all classes.
- Improve the effectiveness of leadership at all levels across the school and ensure all contribute to school improvement by:
 - developing the governing body's ability to hold the school to account
 - supporting middle leaders to take increasing responsibility for areas of development
 - holding all staff to account for learning and progress in their classes and areas of responsibility.
- Increase the rate of attendance to in line with or better than the national average and reduce persistent absence by July 2011 by:
 - - working with parents and carers to ensure their children attend school every day.

Outcomes for individuals and groups of pupils**4**

Pupils' good learning and progress in the Early Years Foundation Stage slows to no more than satisfactory in Key Stages 1 and 2. Many pupils are making inadequate or slow progress and so attainment has been low for the past three years. That said, inspectors saw examples of good progress at all stages. Some outstanding work was seen in a Year 3 class where pupils responded very well to the teacher's clear expectations and were keen to improve their written work. They responded with enthusiasm to well-targeted questions and were engaged and motivated to work cooperatively. Excellent enjoyment

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and progress resulted from well-planned, relevant and engaging activities. The lesson was an indication of recent improvements. However, the improvements are not fully embedded, so learning and progress across the school remains inconsistent.

Achievement is inadequate because there has been insufficient time to secure the improvements being made in learning and progress. Pupils with special educational needs and/or disabilities make the progress expected of them when tasks are appropriate. On occasions, tasks are too difficult or too easy to enable all pupils to make sufficient progress in lessons. In English, the school's data show that nearly half of the current Year 6 pupils have made accelerated progress while a few have made no progress since the start of the academic year. The school is aware of the gap in performance between girls and boys and groups of Pakistani, Somalian and Bangladeshi pupils but has not analysed their performance in detail.

Inspectors experienced pupils' polite, courteous behaviour. Pupils behave well even when moving around the school unsupervised. The whole-school approach to managing behaviour, including more challenging behaviour, is successful because staff implement the behaviour code consistently. Pupils make satisfactory contributions to the community. 'Playground pals' and the school council provide opportunities for pupils to take on responsibility, but the council is at an early stage of development and is for a limited number of pupils. Sound contributions are made to the wider community through fund raising, for example for Sport Relief and victims of the Haiti earthquake.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

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

<p>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</p> <p>Please turn to the glossary for a description of the grades and inspection terms</p>	
<p>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</p> <p>Taking into account: Pupils' attendance¹</p>	3
	4
<p>The extent of pupils' spiritual, moral, social and cultural development</p>	3

How effective is the provision?

The quality of teaching is variable across the school. It is satisfactory overall. Inspectors observed good teaching in the Early Years Foundation Stage where continuous assessment is used well on a daily basis. This is not maintained throughout the school. Teaching dips in Key Stage 1 and improves slightly in Key Stage 2. Strong features in teaching are developing throughout the school. Occasionally, expectations are too high for the least able and next steps are not always sufficiently planned for more-able pupils. Individual educational plans provide clear, appropriate targets and these are reviewed regularly. They are used as an effective planning tool to support pupils with special educational needs and/or disabilities. Learning support assistants frequently provide good support, but this is not always the case.

A pilot project in Year 1 demonstrates the school's awareness that curriculum developments are needed as all subjects are taught separately, and there are no planned cross-curricular links. An effective partnership arrangement with the local secondary school provides specialist French teaching on site, and pupils also benefit from literacy, numeracy and art teaching by secondary school teachers. A good range of visits and visitors support the curriculum, especially pupils' cultural development. Pupils visit a number of places of worship including a mosque, Sikh temple and a convent. Celebrations in school include Christmas, Eid and Easter. The catering staff support events with a range of food, for example, providing Italian, Caribbean and Chinese dishes. There is an appropriate range of extra-curricular clubs, including provision for pupils to carry out homework in a suitable environment before and after school. However, the number of pupils participating in clubs is small.

There is good support for potentially vulnerable pupils and inspectors observed two pupils with specific physical needs fully engaged in school activities. Inspectors noted the good recording procedures showing support for the needs of the vulnerable. A parent wrote, 'This school can see beyond a child's disability and set achievable targets and goals.' Careful and sensitive intervention has led to some remarkable success stories. A learning mentor provides good support for those pupils who need specific help and encouragement. Transfer arrangements, including home visits, are valued by parents and carers and effectively prepare pupils for the next stage in their education. Parents and carers told inspectors how much they appreciated the home-school booklets.

These are the grades for the quality of provision

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	
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The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school has been through a period of turbulence. The headteacher and senior team are fully committed to improvement. They have a clear understanding of the issues facing the school and have put in place detailed plans to tackle them. Over the past two terms the headteacher has worked with the staff to establish a positive learning environment. The senior leadership team are monitoring teaching and learning and there has been a considerable improvement in quality, although it remains inconsistent. The Chair of the Governing Body has a good grasp of the areas for development and is more directly involved in setting appropriate priorities for improvement. Governors are becoming more aware of their responsibility to hold the school to account. They are more proactive in school improvement. For example, individual governors are linked to improvement areas and each class has an associated governor.

At the time of the inspection, safeguarding arrangements were robust and in line with current government guidance. Recruitment procedures are particularly thorough and take account of the diversity of the school community. The school has a good understanding of the local community and local links promote community cohesion well. National and global aspects are satisfactory, because these are at an early stage of development. Strong partnerships with the local secondary school provide effective support for pupils' transfer. The school has an equalities policy and actively promotes it. The equalities leader is proactive in raising awareness about the gap in performance between girls and boys, and groups of pupils. Pupils who face challenging circumstances out of school are supported well by a learning mentor where appropriate.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3
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	2

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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

The majority of children join the Nursery with abilities that are well below age-related expectations. The personal, social and emotional development of the majority of children is under-developed as are the children's communication, language and literacy skills. Those children who have attended the playgroup tend to be more confident and settle more quickly. As a result of their previous playgroup experience, they tend to have more developed basic skills. One parent commented, 'I am very pleased with the teaching at the playgroup. My daughter has learnt a lot.' Adults provide a stimulating range of activities, such as role-play and stories that help the children to develop and improve their reading and writing. An inspector observed a well-planned outdoor activity where the children, after reading 'We're going on a bear hunt' made their own map for a journey and enacted it. Good-quality provision ensures children make good gains in their learning. Children's progress is tracked well. By the end of Reception, children are working below but near to national expectations. The staff work cooperatively, ensuring there is a smooth transition between the playgroup and Nursery and between Reception and Year 1.

Children receive good-quality targeted support and lessons are well planned to cater for the full range of abilities, for example, through the structured programme for teaching letters and sounds. In addition, children in the early stages of learning English do well because they are encouraged to engage in conversations with others, which improves their confidence in speaking. Children with special educational needs and/or disabilities are identified quickly, supported well and integrated into all activities. The leadership of the Early Years Foundation Stage is good with clear evaluation of effectiveness. The school is energetic in establishing a good partnership with parents and carers. They are encouraged at every opportunity to become involved with their own child's learning.

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

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Views of parents and carers

Almost all parents and carers who responded to the inspection questionnaire were positive about the school. They say they have good access to teachers and are confident to approach anyone to talk about their child. The recently established forum is having a positive impact by giving them a voice. The 'Keep up with the children' workshops and the Year 6 booster classes are valued and, as a result, parents and carers say they are able to support their children more effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lozells Junior and Infant School and Nursery 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 465 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	61	42	39	0	0	0	0
The school keeps my child safe	54	50	54	50	0	0	0	0
The school informs me about my child's progress	43	40	64	59	0	0	0	0
My child is making enough progress at this school	51	47	57	53	0	0	0	0
The teaching is good at this school	57	53	50	46	0	0	0	0
The school helps me to support my child's learning	41	38	66	61	1	1	0	0
The school helps my child to have a healthy lifestyle	47	44	60	56	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)	43	40	61	56	1	1	0	0
The school meets my child's particular needs	47	44	60	56	0	0	0	0
The school deals effectively with unacceptable behaviour	48	44	59	55	0	0	0	0
The school takes account of my suggestions and concerns	39	36	64	59	0	0	0	0
The school is led and managed effectively	44	41	60	56	0	0	0	0
Overall, I am happy with my child's experience at this school	60	56	47	44	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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). 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">■ 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.



29 April 2010

Dear Pupils

Inspection of Lozells Junior and Infant School and Nursery, Birmingham, B19 2EJ

Thank you for the welcome you gave us when we visited your school recently.

We were impressed by your behaviour in the classrooms, around school and at

- playtimes. A special thank you goes to those of you who talked to us and showed us around. I am writing to let you know we decided that your school needs a notice to improve. This is because your attainment is not as high as it could be and not all of you make enough progress as you move through school. In about six months, another inspector will be back to see how well things are improving.

The adults in school work hard to make sure you are safe. There are good partnerships with other schools. You told us that you enjoy French and art classes with teachers from your neighbouring secondary school. Children in the Early Years Foundation Stage make good progress in their learning. We want your teachers to make sure you all learn and do as well as you can. Your headteacher has lots of ideas about how to improve your school and help you to do better in English, mathematics and science. You can all play your part by coming to school every day, on time, and ready to work hard towards your targets. We have asked your headteacher and all the adults to:

- improve attainment in English, mathematics and science so that you leave your school with the best levels possible
- make sure you attend school every day so that you do not miss out on important learning and so you make good or better progress
- regularly check on how well you are doing and share the responsibility for all the improvements in your school.

Thank you for being so helpful and making our visit enjoyable. We wish you well for the future. Enjoy your new school when it is finished next year!

Yours sincerely

Linda Rockey

Her Majesty's Inspector

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