

Lodge Primary School

Inspection report

Unique Reference Number	103969
Local Authority	Sandwell
Inspection number	382273
Inspection dates	9–10 November 2011
Reporting inspector	Paul Weston HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair	Craige Taylor
Headteacher	James Pearce
Date of previous school inspection	26 May 2010
School address	Oak Lane West Bromwich B70 8PN
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Age group	3–11
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Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 13 part-lessons, observing 13 teachers, and also visited a number of reading partnership sessions. Inspectors looked at examples of pupils' work and discussed and evaluated pupils' progress with senior leaders. Meetings were held with pupils, staff and the Vice-Chair of the Governing Body. Inspectors evaluated a range of documentation, such as the school's improvement planning and evidence about lesson observations. Procedures to protect and safeguard pupils were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is the quality of learning and progress for all pupils improving, including for those pupils with special educational needs and/or disabilities and those in the early stages of learning English?
- Are levels of attainment in all subjects rising?
- Is the quality of teaching, learning and assessment throughout the school sufficiently consistent to raise attainment?
- Does leadership and management, including governance, have the capability to ensure sustained capacity to improve?

Information about the school

Lodge is larger than the average-sized primary school. Most pupils are from minority ethnic backgrounds whose first language is not English. The largest groups are of Bangladeshi and Pakistani heritage. The proportion of pupils known to be eligible for free school meals is well above the average. The percentage of pupils with special educational needs and/or disabilities is above the national average. Their needs include speech and language, specific and moderate learning difficulties. The proportion with a statement of special educational needs is average. Significantly more pupils join or leave the school at times other than the usual starting or leaving points. The school has achieved Healthy Schools status.

At its previous full inspection in May 2010, Lodge Primary School was deemed to require special measures. This was the fourth monitoring visit to the school, the third being in June 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?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Lodge Primary provides a satisfactory and rapidly improving education for its pupils. Sustained and effective action has been taken by leaders and managers to tackle the weaknesses identified at the last inspection. Consequently, aspects of the school's work relating to pupils' safety, behaviour and community cohesion, judged good at the last inspection, have been maintained; while other key aspects, particularly attendance and pupils' achievement, have improved. Although attainment remains well-below average throughout the school, it is rising securely. This is because better teaching is eradicating previous underachievement and increasing pupils' enjoyment. As a result, most pupils, including those in the early stages of speaking English and with special educational needs and/or disabilities, are making good progress.

This strong and accelerated progress is directly linked to the quality of teaching and learning which have greatly improved. The majority of teaching and learning observed during the inspection was good. Lessons are consistently well planned and take account of pupils' ability, interests and skills. Teachers' high expectations of pupils stimulate them to do their best. The school is well aware that this impetus must be continued and strengthened to ensure consistently raised levels of attainment. A whole-school approach of linking marking to pupils' appropriate curriculum targets, setting next steps for learning and giving pupils opportunity to respond to teachers' comments has been implemented. This is supporting pupils in making good progress in their learning in most classes but it is not consistent across all classes and in all subjects.

The school has introduced a newly revised curriculum which is increasing pupils' enjoyment and providing opportunities for independent work that had previously been lacking. It includes the skills and knowledge pupils will cover in each topic, and areas of study are being implemented which motivate and engage the pupils. For instance, pupils in Years 5 and 6 study 'How the world has changed' and say they have found the themes 'interesting' and 'exciting'. Although pupils enjoy this new approach, insufficient opportunities are provided for them to write at length. Pupils enjoy the new playground equipment and the activities planned for them at lunchtime and after school.

The quality of leadership and management at senior and middle management level is

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much improved and is now good. Inclusion is a strength of the school. Systems and strategies have been introduced to develop the role of leaders in subjects other than English and mathematics, and of the governing body, but these are at an early stage of implementation. Thorough self-evaluation identified areas where improvements were required and the school has taken action to bring about the necessary changes. Leaders and managers have an accurate understanding of the school's strengths and weaknesses. A commitment to the professional development of staff, a variety of monitoring and evaluation techniques, a review of systems of responsibility and accountability, stronger team-working and the overhaul of the use of assessment information have embedded higher expectations. As a result, the performance of leaders and managers, staff and pupils have vastly improved. This demonstrates that the school has good capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Build on recent improvements to raise attainment in reading, writing and mathematics by:
 - improving the quality of teaching so that at least 85% is good and 20% is outstanding by November 2012
 - ensuring that the school's marking policy is consistently implemented so that pupils are precisely informed about what they need to do to improve and pupils are given a chance to respond, meaningfully, to teachers' comments
 - providing pupils with greater opportunities to write at length in subjects other than English and to improve their punctuation and spelling skills
 - consolidating recent developments in the curriculum to further increase pupils' enjoyment and skills of independence.

- Consolidate recently implemented systems and structures for the governing body and subject leaders so they are effective in their roles in raising standards and holding staff to account.

Outcomes for individuals and groups of pupils**3**

Children join the Early Years Foundation Stage with skills and abilities that are low. By the end of Year 6, pupils' attainment remains well below the national average but is rising because most pupils are making accelerated progress from their starting points. In lessons, pupils have positive attitudes to learning. They are keen to achieve their best and respond enthusiastically to the interesting challenges teachers provide. Pupils participate well in activities in groups and pairs, and teamwork is strong. Targeted support is given to pupils who are not making as much progress as

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expected and, as a result, all groups, including those known to be eligible for free school meals, achieve equally well. Those with special educational needs and/or disabilities, those who speak English as an additional language and those who join other than at the usual time are supported well in lessons so that they make similar progress to their peers. The most-able pupils benefit from plenty of challenging work.

Teachers are working hard to ensure that high quality writing is established throughout the school. However, opportunities are missed in some lessons for pupils to write for sustained periods. In addition, the need to improve punctuation and spelling remains a focus. All pupils agree that teachers make use of a wide range of resources to help them to learn in practical and visual ways. As one pupil explained, 'We have active and interesting lessons.' This was especially evident in Year 5, when teachers dressed up as a character from *The Piano*. This experience helped pupils develop their skills of empathy and increased their knowledge and understanding of the First World War to such an extent that they confidently wrote poignant diary entries.

Pupils say they feel safe in school and know they can turn to adults for help if they need to. They say bullying is rare but they know it will be quickly dealt with should it occur. Pupils also have a good understanding of how to stay safe. They are well aware of how to live healthy lifestyles following activities such as 'Healthy Eating' week. They participate with enthusiasm in physical education lessons and extra-curricular sporting activities. They take their responsibilities very seriously, for example as school councillors, librarians and playground buddies, and are keen to contribute to fundraising activities. Pupils are developing sound basic skills. They have a good understanding of different cultures and religions through activities such as the Eid assembly, religious education lessons and other aspects of the curriculum. They show good respect for others and know the difference between right and wrong.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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	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	2

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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All staff have a renewed confidence and enthusiasm due to a rigorous programme of professional development. Positive relationships and high expectations of learning and behaviour are typical across the school. Lesson planning is thorough, with clear objectives and, in most lessons, teachers use effective questioning techniques to check on pupils' prior learning and clarify the objectives. Activities are well chosen to engage and excite pupils, and the pace in lessons is improving. In a Year 2 history lesson, for example, pupils acted as 'detectives' by using magnifying glasses to find out about the past by looking for clues in old and new photographs. Equipped with this information, they then applied their knowledge to say whether different toys were either new or old. They were then confidently able to place them in chronological order and give valid reasons for their decisions. A rigorous assessment and testing programme is implemented which helps inform teachers' planning. Marking is regular and affirms pupils' efforts. The large majority of marking identifies the way forward for pupils and there are examples of pupils responding to the teachers' comments. However, this process is not widespread across all classes. Support staff enhance learning in lessons and during interventions such as 'Better Reading Partnerships' and 'Enable' which help the pupils they work with to make good progress.

The revised curriculum was updated in September 2011 and is more innovative and stimulating for pupils. It is planned through topics which make interesting links between subjects and is increasing pupils' skills of investigation and independence. There is a clear emphasis on developing a 'learning journey' which ensures lessons have a clear purpose and pupils build on prior learning. A good range of enrichment activities enhance the curriculum. These include a variety of extra-curricular clubs for pupils, such as in sport, cookery and dancing, which are much enjoyed. Pupils take part in a number of visits, as well as having visitors to the school.

The school places a high priority on providing good care, guidance and support for all pupils, especially for those whose circumstances make them vulnerable. There are good links with outside agencies such as the Inclusion Support. The learning mentor, in particular, works effectively with identified pupils. This has a positive impact on these pupils' personal skills, helping them to gain more confidence, develop social skills and learn to behave appropriately. Arrangements for pupils joining the school and transition arrangements between classes have been strengthened this year and are now good. These help pupils to settle quickly into school and move seamlessly from one class to the next. Tenacious work, particularly by the home-link worker, has been instrumental in improving attendance, so that it is now above average.

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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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, senior leaders and middle managers exude confidence and enthusiasm. The development of team working, and greater emphasis on shared responsibility and accountability across the leadership team, have supported the drive for consistency. Open and in-depth evaluation of strengths and weaknesses are leading to accurate self-evaluation. High, shared expectations are evident in the rigorous, detailed monitoring of assessment information, lessons, pupils' work and pupils' views. Training, coaching and team working have all contributed to a good understanding among the staff about how to improve the quality of teaching and learning, and how to use assessment information to better inform day-to-day teaching and learning. The governing body is a supportive and increasingly well-informed group which is now taking a far more active role in the school. It is beginning to challenge more, but this is still a role which it is developing.

The school works closely with parents and carers, and other organisations, and has a good understanding of the local community needs. Parents speak highly of the school and feel that they are regularly consulted. The recent introduction of learning logs means that homework is now regularly sent home. Following training and support, parents feel they have a better understanding of what they can do to support their child. Leaders promote equal opportunities and tackle discrimination effectively. All groups of pupils and individuals are closely monitored to ensure they have equal access to the curriculum and are making similar progress.

Community cohesion is promoted well and the school is strongly rooted in its local community with good links with other schools and local organisations. There are effective plans to promote engagement with a range of community groups both nationally and internationally. Child protection and safeguarding procedures are good. Recommended good practice is adopted in all areas of the school's work and staff and the governing body are well trained. Issues about safety are well integrated into the curriculum so pupils have a good understanding of how to keep themselves safe. Systems ensure that links with outside agencies are well established so pupils whose circumstances may make them vulnerable benefit from the care that they need.

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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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	3

Early Years Foundation Stage

The provision for children in the Early Years Foundation Stage has been extensively developed and remodeled during the past year. As a result, the learning environment is a stimulating and exciting place for children. The well resourced, engaging and exciting outdoor area enables all six areas of learning to flow seamlessly. Children are looked after well and their behaviour is good. This reflects the good level of care, support and guidance and how much they enjoy their learning. Adults are all highly trained, well-briefed and plan work to meet children’s individual needs because they know all children well. Children get on well together happily sharing resources and taking turns. There is an effective balance of teacher-led and child-initiated learning and the spacious classrooms give children ample opportunity for varied learning activities. Children have the confidence to make independent choices when selecting materials and choosing tasks. They are given time to develop ideas and solve problems on their own when, for example, model making. Children make good progress, making particular gains in personal, social and emotional development, and linking letters and sounds.

Leaders drive improvements with energy and passion. They evaluate effectiveness astutely and can demonstrate good improvements in outcomes. A strong sense of team work pervades the setting which ensures that pupils are safe, enjoy learning and are prepared well for joining Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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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

The results of school-based questionnaires completed by parents and carers were looked at, and discussions were held informally with some parents and carers. The evidence of this information indicates that, of those expressing views, most are positive about the school. Some commented on their appreciation of recent developments such as the learning logs.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.

11 November 2011

Dear Pupils



Inspection of Lodge Primary School, West Bromwich B70 8PN

Thank you very much for the time some of you spent talking to Mrs Edwards and me when we inspected your school recently. I am delighted to be able to tell you that your school has improved quickly and now provides you with a satisfactory quality of education. It no longer requires special measures. This is a great achievement by you, your senior leaders, staff and members of the governing body in responding to the areas for improvement from the last inspection. There are now many good areas in the school, including the way you contribute to school, your attendance and the way in which you are so well looked after.

We found that you are making good progress because teaching is now good and you are being provided with more interesting and exciting lessons. The standards you reach are still below average but rising. You are helping because you are keen to learn, behave well and join in enthusiastically with all the activities provided for you. You told us that you enjoy your lessons much more because of the 'fun' lessons and themes you are working on.

Your school leaders and staff are working hard to improve the school. There are some things we have asked them to do to help with this. We have asked them to make sure that you all receive the help you need to improve your work. We have asked them to improve teaching even more so that you all make good or better progress in your learning. In addition, we want your teachers to give you more opportunities to use your writing skills in different subjects. You can help make your writing better by taking care to check your punctuation and spelling. Finally, we have also asked leaders to check that all teachers give you clear guidance about what you need to do to improve and for you to have a chance to respond to their comments so that you know exactly what you need to do to do better. The governing body and teachers who look after subjects other than English and mathematics have started to find out more about what is happening in school. We want this to develop further.

We know you will want to do your part to make your school even better so try your very best in everything you do.

With very best wishes for the future

Yours sincerely
Paul Weston
Her Majesty's Inspector

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