

Lodge Primary School

Oak Lane, West Bromwich, B70 8PN

Inspection dates 23–24 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Most pupils make expected progress but fewer than average make more than expected progress in all year groups.
- Pupils' attainment in writing and mathematics has been slow to improve.
- Standards in writing remain well below those in other subjects in many year groups because some pupils do not have secure enough language skills to express their thoughts and ideas fluently.
- Disabled pupils, those who have special educational needs and those supported by the pupil premium do not make fast enough progress to catch up with their classmates.
- Although the quality of teaching has improved over the last year, it has not been consistently good enough since the previous inspection to ensure that pupils make good progress.
- Teachers do not always ask questions that require pupils to talk in sentences about their learning so that they can check that pupils fully understand and that tasks are not too difficult.
- Teachers do not always check that pupils follow their advice in future tasks.
- Although subject leaders have developed action plans for improving pupils' knowledge and skills in a range of subjects, these have not been implemented fully enough to ensure good progress in all year groups.

The school has the following strengths

- Progress improved across the school and attainment rose in 2013. Children in Nursery and Reception have made consistently good progress since the previous inspection.
- There is a positive atmosphere in lessons because of strong relationships between teachers and pupils and between pupils themselves.
- Parents support the school and their children's learning well. Attendance has improved and is now above average.
- Pupils feel safe. They behave well in lessons, when playing outside and at other times.
- The headteacher and governors have an accurate view of the school's performance. They have worked closely with staff to implement detailed action plans that are focused strongly on improving teaching and raising pupils' attainment in English and mathematics.
- All staff are committed to the task ahead. They know what the school is trying to do and are determined to achieve it.

Information about this inspection

- Inspectors observed 31 lessons taught by 15 teachers, including two that were seen jointly with the headteacher. Three shorter visits were made to several other lessons to evaluate learning in a range of subjects and for disabled pupils and those who have special educational needs, one with the headteacher and one with the deputy headteacher.
- The inspectors looked at past and current information about pupils' progress and work from the previous school year in pupils' books. They heard a number of pupils reading.
- The inspectors looked at documents relating to behaviour and safeguarding, how the school's checks on what is going well, and the school's improvement planning.
- The inspectors met with small groups of pupils to talk about their learning and to find out what they thought about the school. Inspectors also met with staff and governors, and a representative of the local authority.
- The inspectors talked to parents informally at the start and end of the day and took account of the school's own survey of parents' and pupils' views carried out last year. There were too few responses to the online questionnaire (Parent View) to inform the inspection.
- The inspectors took note of 18 staff questionnaires.

Inspection team

Georgina Beasley, Lead inspector	Additional Inspector
Tracey Kneale	Additional Inspector
Timothy McGuire	Additional Inspector

Full report

Information about this school

- Lodge Primary School is larger than the average-sized primary school.
- The great majority of pupils come from minority ethnic backgrounds. The largest groups are from Bangladeshi and Pakistani backgrounds. A growing number are from Eastern Europe.
- The proportion of pupils who speak English as an additional language is well above the national average.
- A well-above-average proportion of pupils are supported by the pupil premium, which provides additional funding for groups such as pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or through a statement of special educational needs is average.
- A breakfast club runs every day and is managed by the governing body.
- An above-average proportion of pupils join or leave the school at times other than the usual starting or leaving points.
- The school meets the current floor standards set by the government (the minimum expectations for pupils' attainment and progress).
- The headteacher was appointed just under a year ago.

What does the school need to do to improve further?

- Improve teaching to at least good or better across the school by ensuring all teachers:
 - keep track of learning as it happens to ensure that tasks enable all groups of pupils to make good progress
 - give pupils clear feedback and guidance that enable them to improve their learning when working on their own
- Strengthen further subject leadership so that actions plans for improving progress to good or better in all subjects are implemented more swiftly and effectively.
- Speed up the progress of disabled pupils and those who have special educational needs and of pupils supported by the pupil premium so that they close the gap more rapidly with other pupils across the school by:
 - checking on their learning more closely in lessons
 - making immediate changes to tasks when they are found to be too difficult.
- Raise attainment in writing by ensuring teachers and teaching assistants:
 - give pupils regular opportunities to talk about their ideas before writing them down
 - ask questions that encourage pupils to answer in full sentences.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment and progress have improved since the last inspection but not in all year groups. In 2013, standards were below average in reading, writing and mathematics at the end of Key Stage 1, but were much better than in 2012. They were still below average at the end of Year 6, but better than at the time of the last inspection.
- Writing remains weak in many year groups across the school. Pupils' vocabulary and grammar are weak and their well-below-average speaking skills limit their ability to talk about and extend their ideas before writing them down. However, pupils' handwriting and secure knowledge and understanding of letters and the sounds that they make (phonics) ensure that their reading, spelling and handwriting are secure.
- Although disabled pupils, those who have special educational needs and those supported by the pupil premium make similar progress to their classmates, this is not fast enough for them to catch up with other pupils. Attainment in most year groups is typically lower for these groups than for other pupils in reading, writing and mathematics in most year groups.
- However, the decision to spend pupil premium funds on extra staffing in order to teach pupils in small groups is beginning to have an impact and narrow the gap for older pupils. In 2012, pupils eligible for the pupil premium were about a year behind other pupils in reading and writing and two terms behind in mathematics. In 2013, pupils at the end of Year 6 were less than a term behind in mathematics and writing and did better than their classmates in reading. The gap is similar in the current Year 6 but is wider in some other year groups.
- More-able pupils make good progress and now more consistently reach the levels of which they are capable in reading, writing and mathematics across the school. Pupils who join the school in older year groups, speaking a language other than English, make good progress. Most catch up with their classmates within two years.
- Children make good progress in Nursery and Reception, although their low levels of language when they start school impact on their starting points and initial progress in all areas of learning except their physical development. This accelerates as their English skills develop. Although few reach expected levels by the time they start in Year 1, a good number are not very far away.

The quality of teaching

requires improvement

- Although improvement in the quality of teaching accelerated last year, teaching for some pupils and in some subjects still requires improvement. Much of the teaching is now good, and some is outstanding, but the improvement has not been fast and consistent enough to speed up pupils' progress in all year groups.
- Teachers and teaching assistants ask questions that encourage pupils to speak and to check that they are learning and understanding what is being taught. However, they too often accept one-word answers rather than encouraging pupils to answer in full sentences so that they develop and extend their English language skills, including their vocabulary and grammar.
- Teachers often plan different tasks for the different ability groups in their lessons. However they do not check sufficiently during lessons whether tasks are pitched at the right level of challenge. Sometimes these are still too difficult. As a result, mistakes made by some less-able pupils and

those who have special educational needs are not always picked up quickly enough. This means this group make little progress in some lessons.

- Teachers check pupils' work after lessons diligently and always give praise for work completed well as well as guidance on what pupils should do next. In the best examples teachers explain why a piece of work is successful and check that additional tasks have successfully consolidated or extended understanding. Other teachers do not ensure that pupils have completed follow-up tasks correctly or acted upon advice in their next piece of work.
- Teaching in Nursery and Reception is good. The varied range of activities both indoors and outside encourage the children to explore different toys and materials. Adults are constantly talking to and asking children questions to help them to learn to speak to each other and with adults in English. This prepares them well for learning in Year 1.
- Outstanding teaching was observed when pupils were given the guidance they needed to take charge of their own learning. Alongside the teacher, pupils identified what they needed to learn and why. They set about planning the best way to learn it. A range of methods that included pupils working with others to make decisions and to probe each other's thinking developed understanding and an ability to use the new learning in other situations.
- The teaching of physical education (PE) is good. Teachers receive good support from a sports coach paid for by additional government funding to enable them to teach skills effectively and to plan a diverse range of activities. Pupils enjoy taking part in the variety of dance and sporting activities both in lessons, at playtimes and in clubs.

The behaviour and safety of pupils are good

- Pupils' conduct around the school is almost always impeccable. Pupils take turns with games and play equipment and play amicably with their friends knowing that 'play buddies' are around if they need them. They line up by themselves as soon as they hear the bell at the end of playtime and so the return to classrooms is quick and pupils are soon settled to learning.
- Pupils have a great respect for themselves, each other and adults. Pupils from different religions, cultures and backgrounds get on extremely well together. Pupils feel safe. Pupils know about the different kinds of bullying, what to do and who to go to if they have a concern about themselves or a friend. They say that bullying does not happen.
- Pupils' good attitudes to learning are a key contributor to the positive atmosphere in lessons. Pupils listen attentively and respond to adults' requests as soon as they are asked. They do not always check by themselves that they have done their best piece of work. Children in the Nursery and Reception develop good attitudes to learning and make choices confidently about where to learn and play.
- Pupils who need a little more assistance to help them concentrate in lessons receive good support through sessions in the nurture room. They learn strategies for helping them to stay on task and learn to share and take turns with others.
- Parents have supported the school well in its drive to improve attendance. They make sure that their children arrive at school on time. Attendance has improved well, especially over the last year, and is now above average.

The leadership and management requires improvement

- Although there have been recent improvements, leaders and managers have not improved the quality of teaching sufficiently since the previous inspection to ensure good progress in all year groups.
- The school's leadership has strengthened over the last two terms. The recently appointed headteacher has implemented immediate systems for improving all aspects of the school's work. Her vision and drive are shared by all staff and governors.
- Subject leaders have improved the way that they carry out their roles since the previous inspection, particularly over the last year. They have reviewed and evaluated learning in their subjects and have written detailed action plans to ensure improvements to teaching and learning. However, these action plans have not been implemented fully to ensure pupils in all groups make good progress in acquiring knowledge and skills in all subjects.
- The leadership of teaching is good and is leading to improvements in the quality of teaching. Teachers receive relevant training which is well matched to individual teachers' needs, and the school has started to give teachers opportunities to observe each other teach. The headteacher, in close partnership with the deputy headteacher, has implemented systematic procedures for checking that teaching is good enough. The information is used by governors to ensure that staff are rewarded only if they have made a big enough difference to the progress of pupils in their classes.
- The school plans subjects and activities that engage pupils' interests and that make a good contribution to their personal development and spiritual, moral, social and cultural development. Visits, such as the visit to London, help pupils remember what they have learned in a number of different subjects and especially history.
- The local authority has given good support to the interim leadership team last autumn term and to the headteacher since January to implement improvements. The school works closely with a partner school to share ideas, to identify why successful teaching methods are successful and to support school improvement planning.
- **The governance of the school:**
 - Over the last year, the work of the governing body has improved well. Governors work in close partnership with each other and with the headteacher. They have been instrumental in driving forward the rapid improvement last year. Governors have attended training to ensure a greater understanding of the school's information about pupils' progress. As a result, they ask probing questions of the school if pupils' progress slows. Regular meetings and visits enable them to see the school at work and to listen to staff, pupils and parents to help them make the right decisions about improvement priorities, staffing and resources. The governing body ensures that the breakfast club is managed well and that all safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103969
Local authority	Sandwell
Inspection number	426945

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	378
Appropriate authority	The governing body
Chair	Nigel Edge
Headteacher	Lisa Gillam
Date of previous school inspection	9 November 2011
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