

# Lodge Primary School

## Inspection report

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<b>Unique Reference Number</b>	103969
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	336207
<b>Inspection dates</b>	26–27 May 2010
<b>Reporting inspector</b>	Jacqueline Wordsworth HMI

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>	302
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Shabud Ullah
<b>Headteacher</b>	Mr James Pearce
<b>Date of previous school inspection</b>	27 February 2007
<b>School address</b>	Oak Lane West Bromwich West Midlands
<b>Telephone number</b>	0121 553 2389
<b>Fax number</b>	0121 553 2389
<b>Email address</b>	james.pearce@lodge.sandwell.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors saw 16 lessons and nine teachers. Pupils in Years 5 and 6 were not in school on the first day of the inspection but a scrutiny of their work was conducted. Inspectors held meetings with groups of pupils, staff, two governors and two officers of the local authority, one of whom is also the School Improvement Partner. Inspectors observed the school's work, and looked at records of pupils' attainment and progress, school policies, minutes of meetings of the governing body, and examples of teachers' planning and assessment records. Inspectors analysed and took account of 128 questionnaires received from parents and carers, 119 from pupils and 16 from staff.

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

- the performance of different groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language
- how well the curriculum meets the needs of all pupils
- how effectively the school's monitoring and evaluation systems promote better outcomes for pupils.

## Information about the school

Lodge Primary School is a larger-than-average primary school. Almost all of the pupils are from minority ethnic groups and speak English as an additional language. A number are newly arrived in England and are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is average. Around a quarter of the pupils are known to be eligible for free school meals, which is much higher than the national average. A privately run company provides care for pupils before and after school on site: this is inspected separately.

**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**

**4**

## 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 special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school's drive for improvement since its previous inspection in 2007 has been uneven, including periods of steady moves forward but also times when progress has stalled. Secure progress has been hampered by too much inadequate teaching. Consequently, pupils' attainment is still too low and, for too many pupils, progress since joining the school is inadequate. Attainment is beginning to rise, but not sufficiently quickly because programmes introduced to improve pupils' progress in early reading (phonics) and writing have not been firmly embedded or used consistently across the whole school. This is because some staff have been unreceptive to a range of recently introduced strategies to bring about improvements. They neither understand nor accept the extent to which they are accountable for ensuring that pupils in their classes make at least satisfactory progress. As a result, pupils' experiences in different classes have been uneven, and their pace of learning inconsistent. Systems to secure greater consistency in teaching and learning are ineffective, with little use made of challenging targets.

The quality of teaching varies with a very small proportion of good teaching seen during the inspection. It is inadequate overall because there are too many occasions when the tasks set do not cater for the full range of abilities in each class. Moreover, teachers' expectations of what pupils are capable of are too low, particularly for those pupils who speak English as an additional language and for those who have special educational needs and/or disabilities. Although there are some good examples of guidance for pupils on how to improve their work, in the main marking does not contribute enough to learning.

Shortcomings in the school's systems for assessment and the tracking of pupils' progress further impede its acceleration. Much of the available information has not been entered on the system, including some for the Early Years Foundation Stage. Moreover, where information is recorded, it is not used well enough to plan for the next steps in the pupils' learning.

The dedicated leadership of the headteacher is not enough to enable the school to move forward without further assistance. Too much currently rests on his shoulders alone because of the school's shortage of leadership and management expertise. School

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development planning is not robust enough to bring about the necessary improvements in pupils' learning and raise standards. The areas identified for improvement are broadly accurate, but the plan lacks challenging targets, detailed actions or accountabilities. The governing body and senior leaders are not able to track the progress made by pupils as the plan contains too few measurable outcomes that are linked to raising standards.

Notwithstanding all of the above, the school has a number of strengths. These include an ethos that nurtures pupils' respect for each other's cultures, faiths and traditions. This results in a high degree of racial harmony and sense of community in the school as well as pupils' growing understanding of the wider world in which they live. Pupils behave well and feel safe.

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

- Raise levels of attainment in reading, writing and mathematics and accelerate pupils' learning and progress across all three key stages by:
  - setting a clear direction for the school that focuses on improving pupils' achievement and the quality of teaching by strengthening the role of all leaders and holding all staff accountable for pupils' progress
  - ensuring that the tracking of pupils' progress is up-to-date and the information is used effectively to address underachievement
  - ensuring that programmes to raise attainment in phonics and writing are consistently and securely implemented by all staff
  - increasing pupils' levels of attendance.
- Improve the quality of teaching across all three key stages by:
  - ensuring that lesson planning makes effective use of assessment information to match activities accurately to pupils' abilities and that teachers have high expectations of what pupils are capable of achieving
  - identifying, within lessons, when pupils are ready for the next steps in their learning
  - responding to pupils' work and informing them of the actions they need to take to improve and achieve their learning targets
  - setting clear expectations of what is required in lessons and establishing robust systems to check that all staff are following these guidelines.
- To improve the effectiveness of leadership and management in embedding ambition and driving improvement, leaders and managers should:
  - ensure that all staff engage fully with the school's drive for further improvement
  - be more systematic in following up weaknesses in teaching, learning and assessment within challenging timescales
  - in all strategic planning, add specific, quantifiable and timed targets, so that

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progress towards them is measurable and can be reported accurately.

## Outcomes for individuals and groups of pupils

4

There are significant periods where pupils' progress stands still. The school's data indicate that most pupils in Years 3 and 4 have made inadequate progress this year. Moreover, inspection evidence showed that just over half of the pupils make inadequate progress in mathematics during Key Stage 1, and just over a third of pupils fail to make the expected progress in reading. Different groups of pupils, such as the most able, and those of Bangladeshi and Pakistani heritage, do not always reach the standards of which they are capable. Pupils from Indian backgrounds make the least progress. In most instances this relates to weaknesses in teaching and, in the case of other groups, it is also because of pupils' low attendance. Consequently, too many pupils do not develop their key skills to the levels required to prepare them adequately for the future. Nonetheless, school records and inspection evidence show that there are times when pupils' progress accelerates, most notably in Years 5 and 6. Here pupils forge ahead in lessons because the work is challenging and the pace of learning is brisk. More typically, pupils' learning slows to inadequate when they continue with an activity long after they have gained all they can from it and are ready to move on to more difficult work. However, they sustain their concentration on the activities even when tasks are mundane. Pupils collaborate well in pairs and small groups and are willing to help each other when they encounter difficulties.

The social and emotional aspects of learning (SEAL) programme enables pupils to discuss sensitive issues and learn how to deal with difficult situations. Pupils feel safe because staff encourage them to talk about any problems that they may have. The work of the school council gives good support to fellow pupils. As a consequence, the school successfully cultivates mutual respect and cooperation amongst its pupils where good standards of behaviour predominate. This promotes pupils' confidence and self-esteem. There are fewer opportunities to foster pupils' spiritual development or extend their knowledge of other cultures and beliefs because of weaknesses in the provision for religious education and the failure to provide a daily act of collective worship.

*These are the grades for pupils' outcomes*

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<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>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

There are very positive relationships in all classrooms. Although some teaching is satisfactory or better, roughly a quarter of the teaching is of poor quality and does not challenge or motivate pupils to secure satisfactory learning and progress. There are too many weaknesses and inconsistencies in the way that work is planned, managed and assessed. Too much work is undemanding and lessons are generally unexciting. Assessment is not used well enough to plan work that is matched accurately to the pupils' different ability levels. As a result, much is either too easy or too difficult and often pitched at the same level regardless of pupils' different levels of competency. Some pupils are not well supported, particularly, but not exclusively, those who are the most able and those who speak English as an additional language, because the teaching assistants working with them in class have not been adequately briefed. There are good examples of teachers giving pupils regular feedback through their marking, providing clear explanations and ideas about how they can improve their work, but this is not the case in all classes. The best examples make it clear what pupils need to do to improve, with pupils given the opportunity to ask questions if they have not grasped something. Generally the curriculum engages pupils' interest although it has not enabled them to make the necessary progress in basic skills. The curriculum links English and mathematics with topic-based work in other subjects. This enables some teachers to provide sound contexts for pupils' work in literacy. However, opportunities for the development of skills in information and communication technology are more limited, mainly because equipment is unreliable. In some subjects, such as religious education, not enough time is allowed for more than a superficial coverage of requirements and

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tasks are often undemanding, such as colouring in pictures and filling out worksheets. Educational visits, after-school clubs and the many visitors to the school add richness and interest to the school life of many pupils.

Through sound partnerships with a range of agencies, the school provides satisfactory support for pupils whose circumstances make them vulnerable. However, the school is not adept at evaluating the impact of the extra support on pupils' progress, in order to ensure that it always makes the best possible use of resources.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher has a clear vision of what the school should offer its pupils and has taken an appropriately firm stance to challenge inadequate teaching. However, many other staff have not made the changes needed to bring about improvement. Most importantly, actions to improve the quality of teaching and learning have had too little impact because many staff are reluctant to change established practices that are not successfully raising achievement. Consequently, provision for pupils with special educational needs and/or disabilities and for those who speak English as an additional language has shortcomings. Equally important, many staff do not accept sufficient personal responsibility for what happens in their classrooms. These fundamental issues are deep-seated and the school is not currently able to move forward because the impact of some senior leaders and middle managers has been inconsistent.

Safeguarding arrangements meet statutory requirements. There has been adequate training and staff are clear about their responsibilities. The school is a cohesive and harmonious community and is successful in tackling discrimination. However, the school does not promote equality of opportunity adequately: there is too little evidence of improvement in the outcomes or experience of different groups of pupils. The governing body's approach to community cohesion is effective. Strenuous efforts have been made to understand the local community and identify its needs. This has led to the provision of well-targeted activities to support parents and carers. The school has a satisfactory action plan for promoting community cohesion, although it acknowledges that it has not done enough to monitor its work in this area.

*These are the grades for leadership and management*



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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>4</b>

## Early Years Foundation Stage

When they start in the Nursery, pupils' knowledge and skills are well below those typical of their age. Their oral language and communication skills are particularly poor. Many children are at the very early stages of speaking English. Children's personal and social development is given a high priority by all staff and the children make sound progress in developing these skills. Children show interest and generally concentrate well when working in a group with an adult or when working at a task on their own. They settle happily in their classes. The outdoor area soundly supports children's physical development but does not fully extend their skills in other areas of learning. Sometimes, there are weaknesses in teachers' subject knowledge, for example in the teaching of letter sounds (phonics). Work is soundly planned, but children's progress is not tracked with sufficient rigour and, therefore, leadership is no better than satisfactory.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

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Parents and carers express mostly positive views about the school. A few parents and carers raised concerns about some aspects of its work. They were most concerned with behaviour. Inspectors are satisfied that the school has in place a range of suitable strategies to deal effectively with unacceptable behaviour and promote good conduct. Inspectors endorse the views of those parents who feel the school needs to be improved.

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

Ofsted invited all the registered parents and carers of pupils registered at Lodge Primary 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 128 completed questionnaires by the end of the on-site inspection. In total, there are 302 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	57	54	42	1	1	0	0
The school keeps my child safe	76	59	50	39	2	2	0	0
The school informs me about my child's progress	54	42	71	55	1	1	2	2
My child is making enough progress at this school	57	45	65	51	6	5	0	0
The teaching is good at this school	69	54	58	45	0	0	0	0
The school helps me to support my child's learning	50	39	72	56	4	3	0	0
The school helps my child to have a healthy lifestyle	62	48	61	48	3	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)	51	40	65	51	2	2	0	0
The school meets my child's particular needs	45	35	72	56	8	6	0	0
The school deals effectively with unacceptable behaviour	56	44	60	47	7	5	2	2
The school takes account of my suggestions and concerns	48	38	66	52	7	5	0	0
The school is led and managed effectively	62	48	63	49	2	2	1	1
Overall, I am happy with my child's experience at this school	78	61	48	38	2	2	0	0

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

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](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.**



28 May 2010

Dear Pupils

Inspection of Lodge Primary School, West Bromwich, B70 8PN

Thank you so much for your warm welcome when we visited your school. We really enjoyed talking to you, looking at your work and watching you learn. We would like to thank you and your parents or carers for filling in the questionnaires that gave us your views about the school.

There are some good things about the school.

You try to listen carefully to what your teachers have to tell you.

You behave well and get on very well with each other

You know how to lead a healthy lifestyle and keep safe.

Your school council is doing a good job on your behalf.

You told us there is always someone to talk to if you have any problems.

The school works well with other people in your local community.

While there are some positive things, overall the school is not doing a good enough job in making sure you achieve as well as you can. We have decided to place the school in special measures because it needs help to make improvements quickly. Inspectors will visit the school regularly in the future to check how well it is doing. In the meantime, we have asked the headteacher, staff and the governing body to do a number of things to make it better. We have asked them to:

- keep a closer eye on your progress and make sure that important policies and routines are the very best they can be, especially the ones that help prevent you from falling behind in your learning
- make sure you are all given work at exactly the right level so that it is not too easy or too difficult
- make sure you know what you are aiming for in a lesson and how to improve
- make sure that teaching always helps you to make good progress, especially in reading, writing and mathematics
- keep a closer eye on what the school does, especially to make sure that staff know how much progress you are making and that all teachers are following the school's plan for improvement.

You can help your school improve further by continuing to try your best in all you do.

Yours sincerely

Jacqueline Wordsworth

Her Majesty's Inspector

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