

Lady Katherine Leveson Church of England School

Inspection report

Unique Reference Number	104095
Local Authority	Solihull
Inspection number	336232
Inspection dates	21–22 September 2010
Reporting inspector	Paul Weston HMI

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	152
Appropriate authority	The governing body
Chair	Steven Hill
Headteacher	Anne Byrne
Date of previous school inspection	22 November 2007
School address	Fen End Road West Temple Balsall Knowle Solihull
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Age group	4–11
Inspection dates	21–22 September 2010
Inspection number	336232

Registered childcare provision	Lady K Care and Play
Number of children on roll in the registered childcare provision	84
Date of last inspection of registered childcare provision	Not previously inspected

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 13 lessons and two assemblies. They observed 9 teachers. They held meetings with governors, staff and groups of pupils, they observed the school's work including a sample of pupils' books and looked at safeguarding procedures. They scrutinised internal assessment and tracking data, governing body minutes, special educational needs and inclusion documentation and analysed questionnaires from 101 parents and carers, 97 pupils and 24 staff.

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

- How well all groups of pupils attain and progress through the school.
- How successful strategies have been in improving the quality of teaching, particularly in matching work to pupils' needs effectively so that they make at least good progress.
- How effective and accurate assessment and tracking systems are and how well are these used to intervene with those groups identified as making less than expected progress, especially for those with special educational needs and/or disabilities.
- How effective leaders and managers are at all levels in identifying and driving through priorities which are leading to good improvement.

Information about the school

This school is smaller than the average primary. It draws most of its pupils from a number of surrounding towns and villages. Most pupils are White British although around one fifth are from ethnic minority groups. The largest of these groups is of Pakistani heritage. Very few pupils are in the early stages of learning to speak English. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage with special educational needs and/or disabilities is below that found nationally. However, there is a higher than average proportion with statements of educational need. Significantly more pupils join or leave the school at times other than the usual starting or leaving points. Extended provision known as Lady K Care and Play is provided at the school. This includes pre-nursery provision for two- and three-year-old children. There is also a nursery which is managed by the Governing Body.

The school has received several awards in recent years including Financial Management in Schools, the National Clean Air Award and the Silver Eco Award, and has achieved National Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Significant improvement has taken place since the last inspection. Some aspects of its work are outstanding such as the care, guidance and support of pupils, the school's engagement with parents and pupils' contribution to the school and the wider community. Other aspects of the school's provision, such as the quality of teaching, aspects of leadership and management, and the curriculum, have also improved and account for the good progress that pupils make by the end of Year 6. As a result of this, the school has a strong reputation in the community. Pupils enjoy their time at school and are rightly proud of it. Equally, the great majority of parents report that they are also very pleased with the school. Comments such as, 'I cannot rate Lady K highly enough,' 'The teachers are very supportive and helpful,' and, 'It nourishes children from all backgrounds and abilities,' were typical of many parents who responded to the questionnaire.

Children enter the Early Years Foundation Stage with skills that are broadly in line with those expected at this age in most areas of learning. They leave with standards that are above the national averages in tests at age 11. This demonstrates that the pupils make good progress overall. Nevertheless, there is scope for improving standards in English and mathematics further. Overall, the quality of teaching is good because most lessons are well planned and matched to the needs of pupils. However, teachers do not always transfer many of the exciting learning ideas found in the creative curriculum into their literacy and numeracy lessons. Occasionally, teachers talk for too long which prevents pupils from getting on with their work. Sometimes, questioning does not challenge pupils' thinking.

Leaders and managers at every level are fully aware of their roles and responsibilities with regard to raising standards and maintaining the quality of provision. The monitoring and tracking of pupils' progress based on teacher assessments and test results is consistent and accurate. This helps with identifying where intervention is necessary to ensure most pupils make good rates of progress. Since the last inspection, staffing appointments have strengthened leadership roles and the overall quality of teaching and learning. A number of improvement strategies have been implemented, some successfully. Leaders recognise that they now need to prioritise and embed those strategies that will further improve the quality of teaching and learning. The high quality of care has had a very positive impact on pupils' behaviour and attendance. Leaders' robust monitoring and evaluation provide an accurate view of the school's effectiveness and amply demonstrate its good capacity for sustained improvement.

What does the school need to do to improve further?

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- Improve the quality of teaching further so that 90% is consistently good and 25% is outstanding by September 2011, by:
 - ensuring that the pace of lessons is suitably brisk and questioning routinely challenges pupils' thinking
 - taking opportunities to use the innovative ideas contained in the creative curriculum as a vehicle for developing pupils' reading, writing and mathematical skills
 - holding professional development meetings with teachers each term to identify areas of practice for further improvement to ensure consistently good progress for all pupils
 - using focused visits to outstanding schools and working with an advanced skilled teacher to meet the identified and specific development needs of teachers.

Outcomes for individuals and groups of pupils**2**

Since the last inspection, the school has worked hard to raise standards of attainment. School data show a good improvement in English in 2010, although attainment is better in reading than writing. There was a significant improvement in the national tests for Year 6 pupils at both the expected and higher levels. Progress has improved because teachers have become more familiar with new assessment strategies. They are increasingly using the information from assessments to plan work that matches pupils' needs. In addition, strategies such as the 'Big Write' have been successful in engaging and motivating pupils to enjoy their writing. Pupils' confidence is improving in mathematics because they are being presented with increased opportunities to solve problems in a variety of ways.

Those with special educational needs and/or disabilities make good progress from their different starting points and many reach the standards expected for their age. Those who join the school at different times during the year are helped to settle quickly. This enables them to make good progress. The needs of the different ethnic minority groups and those in the early stages of learning English are also well met. Consequently they make similar rates of progress as their peers.

The great majority of pupils respond well to their activities and make good progress in their lessons. For example, in a Year 5 and 6 mathematics lesson, pupils readily accepted the challenge to apply their knowledge of decimal place value in a range of practical situations. One group used their mathematical understanding to calculate the circumference of circular objects found in the classroom. Pupils thoroughly enjoyed and were totally engaged in this practical and active lesson. The teacher further extended their learning by challenging them to calculate the capacity of a cylinder.

Pupils' personal development progresses well through the school. Pupils are thoughtful, caring and responsive to each other's feelings and needs. They gain in confidence and revel in having the opportunity to take positions of responsibility. For example, pupils

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organise and run lunchtime clubs, they lead services in the church and nominate charities which they are keen to support. The position of being elected to the school council, for example, is considered to be prestigious. Pupils said they enjoy looking after the younger children. Pupils are aware of possible dangers around them and have a good range of strategies to keep themselves safe. The Healthy Schools status reflects pupils' good understanding of how to develop healthy lifestyles by, for example, taking regular exercise and eating a balanced diet.

These are the grades for pupils' outcomes

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

How effective is the provision?

Since the last inspection, the quality of teaching and learning has improved and it is now good. Focused monitoring by senior leaders and subject leaders has resulted in greater consistency in the quality of lesson planning, and teachers take care to structure activities suitable for all the pupils' needs in their classes. Most lessons are interesting. They generally motivate and enthuse the pupils, which helps them to make good progress in their learning. There is a high degree of consistency in the marking of work. This, together with clear individual targets, helps pupils to know how well they are doing

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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in their work and what they need to do next to improve. Good support is provided for individuals and groups by other adults. This accounts for the improved progress that pupils with special educational needs and/or disabilities are making, particularly in their English and mathematics work.

The curriculum has recently been revised. Theme-based topics combine subjects sensibly and effectively to make them interesting for pupils. Curriculum planning ensures full coverage of the National Curriculum subjects and, importantly, plans well for progression in the knowledge, skills and understanding required. Pupils report that they enjoy the new-style curriculum as it makes their learning more interesting and fun than was previously the case. Pupils particularly enjoy the forest school where they explore the local woodland and increase their understanding of the natural world. The curriculum is supported well by themed events such as eco week and creative arts week. This, together with a good range of well-attended clubs, educational visits and visitors in to school, enriches the experiences that pupils have.

A significant strength of the school is its caring and supportive family atmosphere. It accounts for why pupils feel safe and happy in school. The school knows its pupils extremely well as individuals, and the priority given to their care and support is outstanding. Those pupils who require additional support, in particular, are provided for very well, and work with external agencies and partners ensures that their needs are well met. Excellent care and guidance is provided by the family support worker. She has established very positive relationships with families, which ensure that those pupils at risk of falling behind are effectively tracked and targeted. Care and play provision is of good quality. Parents and carers speak very positively about how the school works with them and their children. Comments such as 'I can't praise the staff highly enough for the way in which they work to ensure that they meet my child's particular needs,' and, 'Lady K has embraced my child entirely as an individual,' are typical.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

There is a clear and strong determination to succeed and to continue to reach higher standards. This aim is shared by all staff and members of the governing body. The headteacher provides strong and energetic leadership and she is supported by a capable and committed team. Phase and subject leaders monitor progress and the quality of teaching thoroughly and take action to support staff whenever this is needed. Staff are

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particularly appreciative of the opportunities they receive to develop their own practice by observing teaching and learning in neighbouring outstanding schools. Strategies to further improve teaching such as working with an advanced skills teacher are in the early stages of implementation and have not yet had sufficient time to impact. Although professional discussion meetings are held, they are not frequent enough to impact on teaching standards.

Members of an experienced and active governing body devote time and energy to the school and provide strong support and rigorous challenge. They have a good understanding of the school's strengths and weaknesses by observing classes and talking to pupils and staff. They fulfil their statutory obligations well. One parent said, 'I am impressed by the time and commitment shown by the governors in managing the school.' Good child protection procedures and safeguarding arrangements are fully in place and these meet statutory requirements. The procedures are rigorously applied and reviewed. Much importance is attached to the promotion of community cohesion. Good planning, based on an analysis of its place and role in the community, has helped the school to forge strong links with local community groups. It has established an active link with a school in Birmingham with a different ethnic mix. An exchange of information with a school in Germany and support for a student in Kenya provides insight into global communities.

Excellent formal and informal arrangements ensure that close contact is maintained with parents and carers. A wide range of classes and activities are provided for them. Family learning workshops, for example, provides the opportunity for them to become active in supporting their children's learning. Discrimination has no place at the school and all pupils are given an equal opportunity to succeed. There are good links with the on-site children's centre and neighbouring secondary schools which provide specialist sports teaching and clubs.

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	2
The effectiveness of the school's engagement with parents and carers	1
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

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The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in all six areas of learning in the Early Years Foundation Stage so that they enter Key Stage 1 as capable, independent learners. Children enjoy all they do. They quickly become confident, play in harmony and learn how to be independent. They feel safe and are confident that adults will listen carefully to them. Good teaching develops children's language skills including their knowledge of sounds and letters. They are good listeners and acquire a firm interest in reading. There is a good mix of child-initiated and adult-led tasks and every opportunity is taken to build activities upon children's interest. Effective assessment matches learning to children's needs. Good leadership ensures adults, including those in Lady K Care and Play, work as a team and are committed to children's well-being. The outside space is well utilised to provide effective learning across all six areas. Children who attend the Lady K Care and Play pre-nursery and nursery are fully integrated into the life of the school. Good provision gives children firm foundations for their future learning. The provision complies with the requirements for registration. Induction to the nursery is well organised to ensure a smooth transition. Links with parents are excellent and they value the provision. A typical comment was: 'My child has only been at Lady K for two weeks, but seeing and listening to them, you would think more like two years! Excellent welcoming and settlement.'

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

Views of parents and carers

The proportion of parents responding to the questionnaire was higher than usual for primary schools. Most parents and carers express high levels of support for the school. All feel that the school keeps their children safe. The overwhelming majority feel their children enjoy school and most are happy with their child's experience there. Almost all feel teaching is good and that children are well prepared for the future. Inspectors endorse these views. A very small minority felt that the school did not help parents and carers support their child's learning. Inspectors judged the partnership with parents and carers to be outstanding. The team believes the school provides excellent support and

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guidance, has extremely positive relationships and provides a wide range of information to help parents and carers support their child's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lady Katherine Leveson Church of England 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 152 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	64	34	34	2	2	0	0
The school keeps my child safe	72	71	28	28	0	0	0	0
The school informs me about my child's progress	54	53	41	41	6	6	0	0
My child is making enough progress at this school	52	51	36	36	7	7	1	1
The teaching is good at this school	56	55	40	40	1	1	0	0
The school helps me to support my child's learning	61	60	28	28	9	9	0	0
The school helps my child to have a healthy lifestyle	65	64	32	32	2	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)	60	59	34	34	2	2	0	0
The school meets my child's particular needs	55	54	35	35	7	7	0	0
The school deals effectively with unacceptable behaviour	54	53	36	36	7	7	0	0
The school takes account of my suggestions and concerns	54	53	31	31	8	8	0	0
The school is led and managed effectively	59	58	34	34	4	4	0	0
Overall, I am happy with my child's experience at this school	64	63	31	31	4	4	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



23 September 2010

Dear Pupils

Inspection of Lady Katherine Leveson Church of England School, Solihull, B93 0AN

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a good school. Here are some of the things we found out about your school.

You get a good start to your schooling in the Early Years Foundation Stage.

You make good progress in English and mathematics, and your attainment by the end of Year 6 is above average.

Your behaviour is good. You are polite, friendly and helpful to everyone. You told me everyone gets on well together and that you enjoy helping the younger children.

You thrive on taking responsibility. You organise excellent lunchtime clubs for younger pupils which they thoroughly enjoy. You also raise funds for different charities which are greatly appreciated.

You told me you like your teachers a lot and you feel safe in school. I could see that you are taught well and you enjoy trying to meet the challenges teachers set you. You want to do well in your work and you understand the targets the teachers give you to help you improve.

Everyone in the school works together as a strong team and there is an excellent partnership with your parents and others who can help you to learn.

The staff look after you exceptionally well so you are kept safe and feel happy at school.

Even though this is good school, there are some things it can do to make it even better.

We have asked the headteacher and governors to improve the quality of teaching further, by doing the following things.

Make sure you get down to work quickly and ask you questions that make you think more.

Introduce some of the interesting and exciting subjects that you study in the afternoon into the morning's literacy and numeracy lessons.

Provide opportunities for teachers to learn from others about how to make some lessons more interesting, challenging and fun.

Thank you again for helping us and we wish you well. You can all help at school by doing your very best.

Yours sincerely

Paul Weston

Her Majesty's Inspector

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