

# Jane Lane School

## Inspection report

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<b>Unique Reference Number</b>	104271
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	355550
<b>Inspection dates</b>	13–14 June 2011
<b>Reporting inspector</b>	Arnalena (Nina) Bee

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>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	4–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	138
Of which, number on roll in the sixth form	23
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Powell
<b>Headteacher</b>	Heather Lomas
<b>Date of previous school inspection</b>	1 July 2008
<b>School address</b>	Churchill Road Walsall WS2 0JH
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## Introduction

This inspection was carried out by two additional inspectors. Twelve parts of lessons were observed and 12 teachers were seen. Meetings were held with staff, governors, groups of students and a small group of parents and carers. The inspectors observed the work of the school and looked at policies, evidence of internal and external monitoring, teachers' planning, academic performance data and safeguarding documentation. Sixty six parental questionnaires were analysed along with 54 from students and 26 from staff.

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

- Pupils' and students' achievement and whether it can be judged as outstanding.
- The quality of teaching and whether the school's own judgement that it is outstanding is accurate, particularly if learning and progress and the use of assessment are judged to be good.
- How effectively and accurately senior leaders and governors monitor and evaluate the work of the school.

## Information about the school

The Jane Lane School has specialist status for special educational needs: cognition and learning. It provides for pupils and students with moderate learning difficulties. Almost all have other complex needs, including autism and medical needs. Most pupils and students come from White British families with the remainder coming from a few minority ethnic groups. Very few speak English as an additional language. The proportion known to be eligible for free school meals is approximately one third. Three students attend a local comprehensive school for one morning a week. From Year 10 upwards, students visit the local college for one morning a week to take part in a range of vocational courses. Students either leave school at the end of Year 11 to attend a local college or stay on at the school's sixth form. Students from some Wolverhampton special schools, with no sixth form, also join the school to attend the sixth form.

The school is designated to take pupils and students from 4-19 years although currently there are no children in the Early Years Foundation Stage. There are 39 pupils in the primary section and 99 students in the secondary section, including the sixth form. From September 2011, the designation will change to 7-19 years. Since the previous inspection, the school has attained the Gold Award for Disability Rights Respecting Schools and Investors in People as well as Walsall Safeguarding Children's Board Anti-Bullying Gold Award.

In May 2011, the headteacher and her deputy started to share the role of headteacher.

**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

The Jane Lane School provides good provision. The school is a calm and welcoming place and all staff focus expertly on addressing the specific needs of all pupils and students. There are strong and very well established systems which support the care, guidance and personal development which pupils and students receive. Consequently, behaviour and pupils' and students' personal and social skills are excellent. A strength in the curriculum is the high focus on personal development. The staff plan very exciting clubs and extra curricular activities, both in school and out in the local community, as well as residential visits where students learn to live alongside each other. These all reinforce and promote learning in many subject areas, but particularly develop students' personal and social skills. Self-evaluation is generally thorough, if a little optimistic with regard to the quality of teaching, and as a result, the headteacher, her staff and the governing body have a clear understanding of the school's strengths and areas for development. The school works successfully with parents and carers and parents are happy with the experience their children receive. Links with the local college are good but sixth form students receive too little information on their progress when they attend courses and this makes it difficult for the school to help them see how to improve when they return. Currently, there are too few opportunities for students, of all ages, to take advantage of links with the provision offered by mainstream schools.

Achievement is good for all pupils and students, including those who study in the sixth form. Adults have an excellent understanding of the academic and personal needs of the students they work with and are expert at assessing and addressing the complex needs of individuals throughout the day. Good teaching is evident in almost all lessons, typified by excellent relationships and assessment being used accurately to plan suitable activities. Marking, although supportive, does not always identify the next step of learning or inform pupils and students what they need to do to reach their targets. Pupils and students are keen to contribute to both the school and the local community. They speak enthusiastically of the many activities that are arranged for them such as, to become 'buddies' in school and they are proud to tidy up, in school and the local area, by doing some gardening.

Since the previous inspection, good and outstanding aspects have been maintained with some that have improved. The new outdoor facilities for sporting activities and the new building for vocational courses are successfully extending the opportunities open to pupils and students of all ages. Given these successes, as well as the clear impact of the school's specialism status on teaching and the energy and commitment of a well-led staff, the school has good capacity to continue to improve.

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

- Improve the quality of teachers' marking by ensuring that it is not only supportive but also informs students of what is needed to move to the next step of learning and for them to reach their targets.
- Extend links with mainstream schools and colleges in order to:
  - allow more students, from all year groups, to gain experience in mainstream schools.
  - ensure that the school gains more progress information on how well students in the sixth form are doing when they take part in college courses.

## Outcomes for individuals and groups of pupils

**2**

Pupils and students thoroughly enjoy all that is on offer and as a result, attendance is above average. They gain knowledge and understanding across a range of areas and develop skills well. Almost all make good progress towards their challenging targets from a low starting point. Despite their many complex difficulties, achievement is good for all pupils and students. School data shows no evidence of any groups of pupils and students doing better than others. They are keen to learn because teachers use assessment accurately to plan activities. Learning is good, and occasionally outstanding, because activities are expertly adapted to cater for students' individual needs and adults' questioning addresses the wide range of abilities within each class. Adults constantly check that students understand what they are doing. Pupils and students are given good opportunities to articulate their thoughts and develop self confidence. They are very positive learners and speak very highly of the adults who help them. Occasionally, learning is not as good as it needs to be because students with similar abilities are given the same task; consequently, the lower attainers in the group find it too challenging and higher attainers too easy.

Pupils and students work hard in all subject areas but particularly enjoy art and design and were very keen to talk about artwork which they have produced. Beautiful displays of carefully produced artwork are displayed around the school, including GCSE work completed by older students. Students spoke proudly of their efforts. They say they really appreciate the support from adults and all feel secure and very safe in school.

Pupils and students demonstrate a good awareness of what constitutes a balanced diet but many admit to not always choosing the healthy options on offer. They know all about the importance of exercise, spoke positively about the new all-weather outdoor facilities and were appreciative of the sporting activities that are available to them. Activities provided by the school are imaginative and carefully designed to capture students' interest and motivate and extend them. Older students, for example, spoke very confidently about working with the artist who helped them to design and develop the sensory garden. They were knowledgeable about its link with King Charlie's escape from the local area, in 1652. Other students were observed running a well organised school council meeting. They all had excellent opportunities to make suggestions and listened to others as, for example, when they discussed the forthcoming school prom. As a result of the very strong promotion of personal development for all pupils and students, when they leave, their personal and social skills are good.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	*
Pupils' attainment <sup>1</sup>	
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

## How effective is the provision?

Adults work successfully together as a team. Teachers are skilled and have a good understanding of how their pupils and students learn. Information and communication technology (ICT), particularly the interactive whiteboards, is used well in classrooms to involve pupils and students and make learning even more interesting and fun. Pupils and students are given clear targets but teachers' marking is not always helpful in showing them what they need to do to improve and achieve them. Teaching assistants generally contribute well to learning. Because staff know all students very well and students are confident to approach the adults who help them, individual talents are recognised and allowed to flourish. For example, a group of older boys decided they would like to start a rock band. They were given some guidance from a musician and are now writing songs and proudly producing their own CDs.

Curriculum provision is good in all key stages and encourages good progress. New facilities have been developed, since the previous inspection, as a result of the school's specialist status. Impressive all-weather outdoor facilities benefit all age groups during physical education activities. In addition, the newly built Stuart Building offers vocational courses which include building construction and horticulture as well as a conference room

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for groups, such as parents, to use and for students to work quietly during examinations. At the moment, pupils and students of all ages, have few opportunities to visit and learn in mainstream schools. As students get older they are offered a wide range of academic and vocational courses. This provision is under review and there are plans to extend and develop these courses. Curriculum planning shows very good links between all subjects, especially literacy, numeracy and ICT. As a result, students have very good opportunities to reinforce and develop learning across all areas.

The care, guidance and personalised support given to every student are of the highest quality. Very detailed information is kept on all students. The school goes that extra mile in working closely and very productively with external agencies to ensure the best support for all students during their time in school and when they transfer to college or another setting.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, her staff and the governing body are extremely ambitious and have high expectations both academically and personally for all students. Systems in place to monitor and evaluate the work of the school are effective and involve all staff. Pupils' and students' progress is tracked closely and staff are becoming more confident at working with assessment data. Senior leaders have worked well together to develop the specialist status, focusing on cognition and learning.

All pupils and students have benefitted from the improved accommodation which enhances the physical education programme as well as the increased number of vocational courses which are now provided. Leadership has been very effective in placing a strong focus on pupils' and students' individual needs, and these are at the heart of the school's work. This results in equality of opportunity being well promoted and there is no evidence of any discrimination. Students get on exceptionally well with each other and show much care and consideration for each other both in lessons and when on breaks.

There is a good focus on safety. Health and safety procedures are taken very seriously and at the time of the inspection all safeguarding procedures were secure. The school is a strong and cohesive community. Its commitment to the wider community and beyond is good and demonstrated in its plans and work towards promoting community cohesion. The school has established links with a school in Tasmania and an orphanage in Swaziland which enable the pupils and students to find out what life is like in these places. Governors are well informed and effectively involved in the work of the school; they support and challenge when necessary.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>2</b>

## Sixth form

Achievement is good and students do well as they work towards their targets. Students are successful in pursuing and achieving in a range of suitable examinations, such as Entry Level and GCSEs as well as vocational courses completed on site and at a local college. However, when students take part in college courses, the amount of information the school receives on their progress is limited. The good curriculum is very well enriched by clubs and well planned educational visits.

Excellent care and provision for personal development is provided. Individual needs are well catered for and many students said how much they appreciated the good quality careers advice they receive. Parents and carers are consulted on a regular basis and kept well informed. Leadership and management are good and result in smooth day to day running of this provision.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account: Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2



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## **Views of parents and carers**

An above average proportion of parents and carers responded to the Ofsted questionnaire. Of these almost all parents and carers feel that their children enjoy school and that the school keeps them safe. Most are happy with the experience their children receive at Jane Lane. A few parents and carers feel that they do not have enough information on how their children are progressing or how to support their children's learning. Inspection evidence shows that parents and carers are effectively informed how well their children are doing and they have numerous opportunities to come to school to talk to staff about their children's education. Almost all parents and carers feel that teaching is good, unacceptable behaviour is effectively dealt with and that the school prepares their youngsters well for when they leave.

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

Ofsted invited all the registered parents and carers of pupils registered at The Jane Lane 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 138 students registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	50	29	44	2	3	0	0
The school keeps my child safe	43	65	19	29	4	6	0	0
My school informs me about my child's progress	25	38	33	50	6	9	0	0
My child is making enough progress at this school	30	45	31	47	3	5	2	3
The teaching is good at this school	32	48	32	48	1	2	0	0
The school helps me to support my child's learning	28	42	25	38	12	18	0	0
The school helps my child to have a healthy lifestyle	24	36	36	55	6	9	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)	30	45	32	48	2	3	1	2
The school meets my child's particular needs	34	52	26	35	3	5	4	6
The school deals effectively with unacceptable behaviour	32	48	29	44	2	3	3	5
The school takes account of my suggestions and concerns	30	45	26	39	6	9	1	2
The school is led and managed effectively	38	58	20	30	5	8	1	2
Overall, I am happy with my child's experience at this school	36	55	27	41	3	5	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 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><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 pupils' 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.**



15 June 2010

Dear Pupils and students

**Inspection of The Jane Lane School, Walsall, WS2 0JH**

Thank you for the great welcome we received during our recent visit. The Jane Lane School is a good school and we know you agree because so many of you told us so. We particularly enjoyed looking at the beautiful artwork on display around the school and walking around the very interesting sensory garden which you and a visiting artist designed. You have created a very special place. I especially enjoyed listening to your talented rock band practising their songs.

These are some of the things we found out about your school.

- The way you are cared for and looked after is outstanding.
- You make good progress because you are taught well.
- You learn lots about how to keep yourselves safe.
- Adults link well with many people in the local community and beyond which enable you to take part in lots of different sorts of interesting activities.
- Behaviour is excellent. You are all very kind towards each other, polite to visitors and the adults who help you.
- As you get older you work hard to gain certificates and GCSEs.

We have asked the school to do a few things to improve your education.

- Make sure that when teachers mark your work they show you what you need to do to improve and reach your targets.

Improve the links between mainstream schools and colleges so that:

- more of you have the opportunity to visit and make friends with others in mainstream schools.
- older students, who take part in college courses, are given more detailed information on how they are doing.

You too can help by continuing to work hard.

Yours sincerely

Nina Bee

Lead inspector

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