

Green Lane Infant School

Inspection report

Unique Reference Number	120007
Local Authority	Leicester
Inspection number	358665
Inspection dates	28–29 June 2011
Reporting inspector	Andrew Stafford

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair	Madhu Modha
Headteacher	Trudy Lower
Date of previous school inspection	2 July 2008
School address	Spinney Hill Road Leicester LE5 3GG
Telephone number	0116 2627050
Fax number	0116 2627050
Email address	office@greenlane.leicester.sch.uk

Age group	3–7
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 12 different teachers. They held meetings with groups of pupils, members of the governing body, parents and carers, and staff. They observed the school's work and looked at documentation relating to: attainment and the assessment of pupils' progress; school policies; the school's self-evaluation report; minutes of governing body meetings; and the provision for safeguarding. They also looked at samples of pupils' work and the school development plan. They analysed 204 parents' and carers' questionnaires and the responses from pupils and staff.

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

- How consistent is the progress made across year groups?
- How effective is the action being taken to raise standards in writing?
- What is the impact of assessment procedures on the progress of the most able?

Information about the school

The school is larger than the average size and has a high proportion of pupils who are from minority ethnic groups and from homes where English is not the first language. Most of these pupils are from India, Pakistan and Bangladesh. The proportion of pupils who are known to be eligible for free school meals is above average. The number of pupils who have special needs and/or disabilities is well above average. Their needs are mainly for speech, language, communication and moderate learning difficulties. The school has achieved a number of awards including Healthy School status. There have been teaching staff changes since the last inspection, including the headteacher, and the current senior leadership team was formed in September 2010.

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 good school is situated within a multicultural community and is highly valued by parents and carers and pupils. The school is a welcoming and harmonious place where pupils from all backgrounds achieve equally well and get on well together. Parents and carers are encouraged to come into school and this has created a family atmosphere in which they and pupils learn together. One parent, representing the views of many wrote, 'Green Lane is a fabulous school. Both my children attend and love going to school every day. The teachers and staff are always polite and helpful, and the new headteacher is friendly too.'

Outcomes for pupils are good overall. Behaviour is outstanding and pupils say that incidents of racial harassment are non-existent. In Key Stage 1, pupils make good progress, and attainment at the end of Year 2 has been average for the past few years. The Early Years Foundation Stage provides a rich stimulating environment for children. Children make good progress in both the Nursery and Reception classes. Children join the school with skills and knowledge well below those expected and a high proportion have little or no English. These children are subject to an intensive and successful programme of language acquisition which contributes significantly to the good progress that they make. This helps to ensure that all pupils achieve well and attain standards in English and mathematics that are broadly average by the end of Year 2. This is because teachers plan learning activities that are matched closely to pupils' needs. Pupils have a good understanding of the need to make healthy choices at mealtimes and they thoroughly enjoy the wide range of physical activities the school provides. The school is at the heart of the local community. Pupils take part in school events, where they sing, dance and perform. Parents and carers and families in the community are welcomed to these events, which help pupils develop confidence and a sense of belonging. Consequently, pupils' contribution to their own and the local community is good. Furthermore, these activities, and the school's ethos of respect for difference in individuals, enable pupils to make good progress in their spiritual, moral, social and cultural development.

The good curriculum is broad and balanced, and features good provision for literacy, numeracy and information and communication technology. The curriculum gives pupils good opportunities to study themes across different subjects and this approach adds to their enjoyment of learning. Teachers are skilled at making clear to pupils what they are expected to learn and this helps them to make good progress in their lessons. Most teachers mark pupils' work carefully and provide good guidance as to what the pupils have done well, but they do not always identify what pupils need to do to improve their work. There are few opportunities for pupils to respond to teachers' marking and this can sometimes slow their progress, particularly for the more able pupils. The school provides outstanding care, guidance and support for pupils. The school works in close partnership with outside agencies to provide excellent additional support for pupils whose

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circumstances make them and their families vulnerable. Parents and carers are well informed and pupils are well prepared for the next stage of their education.

Leadership of the school is good. Under the guidance of the determined headteacher, senior leaders are becoming skilled in monitoring and evaluating the work of the school. The school has introduced a system to track pupils' achievements more precisely to support raising the standards achieved in English and mathematics. Senior leaders have monitored the use of this information to inform teachers' planning and the school's data indicate that this has had a positive effect on standards. The school's management systems make accessing information straightforward, leading the school to have a good understanding of its strengths and the areas for further development. The school has a good capacity to improve further because it has improved the quality of teaching since the arrival of new staff, mainly through the impact of careful mentoring and a comprehensive programme of staff training. Senior leaders have, rightly, identified the need to build on these strategies to improve further the quality of pupils' writing through a focus on the consistency of teaching and challenge for pupils by all adults in the school.

What does the school need to do to improve further?

- Build on the strategies that already exist to improve the quality of teaching, and raise achievement in writing, especially for the more able, by:
 - making clear to pupils through marking and verbal feedback what they need to do to improve their work
 - providing pupils with opportunities to respond to teachers' marking
 - ensuring that all teachers and teaching assistants provide consistently challenging work for all pupils.

Outcomes for individuals and groups of pupils

2

Pupils are happy and they enjoy coming to school. They say they feel safe and that adults care for them very well. When asked what makes this school special, one pupil said, 'I'm healthy, the school wants us to be healthy!' They are ambassadors for health promotion as acknowledged by achieving Healthy Schools status. In lessons, pupils make good and sometimes outstanding progress. This was seen in a lesson in Year 2 where the teacher provided the challenge of learning a new sound. Through learning the new sound, pupils were able to identify it in a number of different words. Pupils quickly moved to writing new words in sentences that included 'tricky' words as well. The session ended with the pupils doing a rapid review of their sentences and the other 'tricky' words they had learnt previously. Scrutiny of pupils' current work shows that they are able to write at length using sentences and a wider selection of interesting vocabulary, for example, when writing about their visit to the Beaumanor Hall. Information collected by the school shows that there is little variation in the progress of pupils between classes, year groups and those from different minority ethnic groups. Pupils who have special educational needs and/or disabilities make good progress and those whose home language is not English make good progress because they receive targeted support that is tailored to their needs. Good, and sometimes outstanding, personal development prepares pupils well for the next stage of their education.

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Pupils engage enthusiastically in artistic, sporting and cultural opportunities, with cultural development being a particular strength. Activities are held for parents and carers and pupils to raise awareness of other religions and traditions, and these are compared to stories and other customs from their homeland. These activities help pupils to understand their own culture and that of others from different backgrounds. Pupils' attendance is satisfactory and the school has put into place improved systems to encourage pupils to attend regularly. Pupils behave very well and they clearly understand right from wrong. They are curious about the world around them and have a strong sense of enjoyment in learning.

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	3
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	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The good curriculum is broad, balanced and focused well on pupils' academic, personal, and emotional development. There are extensive opportunities for pupils to develop their literacy skills in other subjects. For example, in the work on famous people, pupils' writing included elements of history, geography and religious knowledge. Teaching is typically good, and there are instances of some very effective teaching. There are examples of good practice in marking and of teachers setting targets telling pupils precisely how to achieve the next steps in their learning, though there is some variability in the marking of exercise books in different classes. Teachers use assessment information well to plan lessons that are closely matched to the needs of most pupils. There is very good support

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for pupils who arrive at school with little spoken English and so they make very good progress in lessons. In a small minority of lessons, teachers do not always provide enough challenge, especially for the more able, to enable them to reach the higher levels. Most teachers are skilled at asking pupils questions that get pupils to think about their own learning and enable them to make good progress. In these lessons, pupils behave particularly well because they are interested in what they have to do. Teaching assistants support pupils effectively and many play an important part in assessing pupils' achievements. The care, guidance and support provided for pupils are outstanding. Pupils are confident that, should an issue arise, it will be dealt with promptly by adults. There are excellent transition arrangements so that pupils move both into and from the school with confidence. The school has built excellent relationships with a broad range of outside agencies to provide pupils and parents and carers with additional support to help them to overcome difficulties.

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?

The school has a strong leadership team whose members place the needs of the individual pupil at the heart of all that they do. There is a sharp focus on raising attainment and, through improving the quality of teaching, standards are rising. Teamwork is very strong. Leaders provide good support and guidance to other staff to improve their practice. Senior leaders have put into place a systematic procedure for monitoring the work of the newly qualified teachers which is leading to improvements. The school recognises that this support can be developed to enable the best teachers to mentor other teachers.

Governors are supportive and provide good challenge to school leaders. They take an active role in establishing the strategic direction the school should take. Partnerships with outside agencies are especially strong and links with parents and carers and the community are good and make a valuable contribution to good outcomes for pupils. There are plenty of opportunities for parents and carers to take an active role within the school, and many have responded positively to the additional opportunities available for them to develop their own skills. Arrangements for safeguarding pupils were good at the time of the inspection. For example, pupils were highly aware of road safety and how to keep themselves safe outside of school through visits from firemen and community police officers. The school successfully promotes equal opportunities for pupils at a personal level and any small variations in the progress made by pupils in different classes are quickly reduced. The school promotes community cohesion very well locally. This is leading pupils to have a good understanding of the range of diverse cultures and faiths in the locality

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and the wider world, and to be knowledgeable about contrasting localities in the United Kingdom.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start, despite entering the Nursery with skills well below those expected for their age. They make good progress so that when they move up into Year 1 they have made up a lot of ground in all aspects of their development. This is because teachers have put into place programmes, such as the structured teaching of letters and sounds in reading, to accelerate children's progress in literacy. In the Nursery, staff create stimulating areas both indoors and outside so children can play and work by moving between the different areas. The school has developed the site to also provide a dedicated area for the Reception classes, with outside space for the children. The easy access to this well-developed area leads to extensive opportunities for effective learning.

Provision for children is good. Staff work together to plan learning experiences that are well matched to the needs of children. These are based on thorough assessments made of their progress, which include consultation with parents and carers about their children's progress. There is a good balance of activities which are led by the teacher and those which children choose for themselves. This helps children to develop good learning skills such as cooperation, independence and resilience. There is a strong focus on developing children's social and emotional skills and this can be seen in their good outcomes. They take turns and share. They listen well to one another and take part in individual as well as group activities. Welfare arrangements to meet children's pastoral care are good.

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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 response was exceptionally high with the vast majority of the parents and carers returning a questionnaire. These showed they are extremely happy with the quality of education the school provides. There were very few written comments made by parents and carers on the questionnaires and of these there were many more positive than negative views on the school's work. One parent summarised the view of the vast majority, 'My child loves the school, the teachers and teaching. He enjoys going and misses the school in the holidays.' Many parents and carers indicated that they believe the headteacher leads the school well and that teachers are welcoming and approachable. Inspectors endorse these positive comments. A very small minority of parents and carers raised a concern about how effectively the school deals with unacceptable behaviour. Inspectors found that pupils' behaviour is excellent, both in classrooms and in outside areas.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Green Lane Infant 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 204 completed questionnaires by the end of the on-site inspection. In total, there are 347 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	152	75	50	25	1	0	1	0
The school keeps my child safe	131	64	70	34	1	0	1	0
My school informs me about my child's progress	102	50	92	45	9	4	0	0
My child is making enough progress at this school	99	49	94	46	3	1	2	1
The teaching is good at this school	128	63	71	35	3	1	1	0
The school helps me to support my child's learning	106	52	86	42	6	3	1	0
The school helps my child to have a healthy lifestyle	96	47	93	46	3	1	1	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)	91	45	94	46	4	2	2	1
The school meets my child's particular needs	99	49	89	44	6	3	1	0
The school deals effectively with unacceptable behaviour	76	37	108	53	5	2	2	1
The school takes account of my suggestions and concerns	78	38	105	51	3	1	4	2
The school is led and managed effectively	94	46	90	44	5	2	1	0
Overall, I am happy with my child's experience at this school	126	62	72	35	4	2	1	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).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 June 2011

Dear Pupils

Inspection of Green Lane Infant School, Leicester, LE5 3GG

Thank you for making me and my colleagues so welcome when we visited your school. We enjoyed meeting you all and hearing what you had to say about your school. We agree with you and your parents and carers that Green Lane Infant is a good school and that you learn a lot in your lessons.

You reach the expected standards in your work by the time you leave, make good progress and achieve well. The teachers help you to learn well in most lessons and they care for you very well. We were particularly impressed with how much you know about how to stay safe and healthy and how well you all get on with each other. Your work within the school and local community is really good, and you told me you really enjoy the opportunities you have in lessons to learn lots of new things.

There are some ways that your school could be even better and we have asked your headteacher and the other teachers to:

- make sure that you know what to do to improve your work, and particularly your writing
- give you time to correct your work after reading what your teacher has said about it
- check that all the adults who help you give you exactly the right support.

We know that you will continue to work hard and to help your school to become even better, and we wish you all the very best for the future

Yours sincerely

Andrew Stafford

Lead inspector

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