

# Green Lane Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	102569
<b>Local Authority</b>	Kingston upon Thames
<b>Inspection number</b>	376740
<b>Inspection dates</b>	21–22 September 2011
<b>Reporting inspector</b>	Melanie Clapton

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>	411
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Morgan
<b>Headteacher</b>	Emma Smith
<b>Date of previous school inspection</b>	11 March 2009
<b>School address</b>	Green Lane Worcester Park KT4 8AS
<b>Telephone number</b>	020 8337 6976
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## Introduction

This inspection was carried out by three additional inspectors. They observed 25 lessons, taught by 16 teachers and held meetings with staff, groups of pupils and members of the governing body. Inspectors observed the school's work, and looked at assessment information, pupils' books, local authority reports and improvement plans. The team analysed 267 questionnaires from parents and carers, 37 responses from a proportionate representation of pupils in Key stage 2, and 42 staff questionnaires.

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

- Is assessment information effectively used to plan for differing abilities to tackle underachievement and secure improved progress, particularly in Key Stage 2?
- Do teaching approaches and the curriculum meet the needs of more-able pupils and all boys?
- Do leaders at all levels effectively monitor teaching and learning to secure a quality of teaching which is consistently good or better?
- Is the school implementing effective strategies to bring about improvement in attendance and a reduction in persistent absence?

## Information about the school

This is a larger-than-average school of its kind. The proportion of pupils from a minority ethnic heritage is higher than that found nationally, but over half the pupils are of White British background. More pupils speak English as an additional language than is typical nationally and there are 28 languages spoken at the school. The proportion of pupils with special educational needs and/or disabilities is average. These pupils have a range of needs, including social, emotional and behavioural problems and specific and moderate learning difficulties. Many more pupils join the school at different points during the school year compared with the situation in most schools. The school has Healthy School status. The on-site wrap-around care for nursery-aged pupils is run by the governing body as are the breakfast and after-school clubs.

**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

Green Lane Primary and Nursery is a good school. A relentless drive for continued improvement, by the leadership team and the governing body, is central to the school's success. This ambition and drive for excellence emanates from all staff. As a result, attendance is much improved and pupils' attainment has risen to broadly average. The quality of teaching is now good. Self-evaluation by leaders and the governing body is rigorous and the considerable improvements since the last inspection indicate that the school has good capacity to continue to improve.

Progress of all pupils is good because of an increasingly consistent approach to teaching and learning, using a variety of initiatives and strategies. This has led to much improved practice, particularly in mathematics. However, although teachers generally use assessment information well, occasionally they do not plan for different starting points for pupils of all abilities. Occasional overlong explanations by teachers at the start of lessons limit opportunities for pupils to learn independently as individuals or in small groups.

The school effectively analyses assessment information leading to well-targeted and individual provision for most pupils. Programmes, such as one-to-one tuition to improve attainment and catch up on missed learning, and extra support for late entrants, are well organised and highly effective. Every space and every minute in school are used effectively to support pupils' successful learning and development. Support for pupils who speak English as an additional language is exceptional, resulting in their good progress in using English so they quickly gain full access to the curriculum.

The overwhelmingly positive comments by parents and carers demonstrate their appreciation of the school's outstanding care of all pupils, ensuring their good personal development. Parents and carers could not praise the school enough for its extensive knowledge of the pupils and their families. This appreciation is shown by parents and carers who say, 'The staff dedication, love and care make us very proud that our children have been to Green Lane.' One comment was that, 'The teaching staff are dedicated and led by a marvellous headteacher.'

The school has set itself at the heart of its community and promotes community cohesion extremely well. It celebrates its rich diversity of cultures outstandingly well. Pupils' contribution to the school and wider community is outstanding. For example,

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'pupil voice' is a key part of the school's success. Pupils are extremely proud of their school and have a strong voice in a wide range of improvement areas and in discussing their own learning development at what the school terms 'pupil conference' meetings. They think deeply and reflect on issues raised in school showing one facet of their outstanding spiritual, moral, social and cultural development. Attendance remains average but has improved considerably. Persistent absence has been substantially reduced and attendance targets are challenging for the current year.

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

- Improve pupils' attainment and accelerate learning by:
  - teachers focusing consistently and more sharply on lesson planning which enables different starting points for different abilities
  - keeping whole-class explanations brief, so that pupils get down to independent work quickly whenever possible.
- Improve attendance in order to ensure that the school's challenging target of 95.6% is met by July 2012.

## Outcomes for individuals and groups of pupils

**2**

Children join the school with skill levels below those generally expected for their age, the weakest area being in literacy. Pupils at Key Stage 1 make good progress, notably in reading and mathematics. At Key Stage 2, attainment has risen over the last three years to broadly average. Results in mathematics in 2011, while average overall, showed significant improvement for pupils attaining the higher levels. Pupils' progress in lessons shows continuing improvement. Those pupils who join the school during term-time make rapid progress from often low starting points and benefit from close monitoring and effectively targeted support.

Current Year 6 work indicates that pupils' progress and achievement, while accelerating, are taking time to make up for previous underachievement. Differences between boys' and girls' attainment are minimal and are effectively monitored. Pupils from different ethnic heritages achieve well and there are no significant differences between groups. Specific support networks run by the school for parents and carers who speak English as an additional language, help in turn pupils to make good progress and access all aspects of the curriculum.

Pupils enjoy their work, concentrate well in lessons and willingly discuss their learning at length with each other. Pupils in a Year 5 mathematics lesson, for example, discussed approaches to solving division problems, making good use of support materials and, as a result, made good progress. All pupils are clear about the benefits of the school's approach to marking and how this helps them improve their work and make progress. Improvement targets in pupils' 'Big Write' books are relentlessly followed up, resulting in more rapid progress in writing. In a Year 6 art

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lesson, pupils quickly applied newly taught techniques for pencil shading to produce effective drawings.

Pupils with special educational needs and/or disabilities, including those with specific and moderate learning difficulties, make good progress. Good support in a Year 3 mathematics lesson, for example, ensured that these pupils quickly understood the importance of accurate setting out of numbers when adding money amounts. Pupils with particular emotional and behavioural difficulties are well supported to ensure they can learn successfully in mainstream classes.

Pupils’ outstanding spiritual understanding and curiosity were evident in a Year 3 lesson when pupils were suggesting the things that surprised them about the world. One pupil said, ‘I am amazed at how the Earth is moving – but we don’t feel it.’ Pupils from a wide range of cultures and backgrounds integrate extremely well together, despite some being at the early stages of speaking English. Pupils’ good understanding of healthy eating and the importance of exercise support them in making healthy choices. They attend meetings at the Guildhall to promote walking to school. This reflects the school’s efforts to gain healthy school status. Many choose to participate in out-of-school activities, including sport.

Pupils are extremely proud of their school. They regularly raise funds for numerous charities and take on the many roles and responsibilities available within school. They influence decision making about school development. For example, Year 6 ‘pupil leaders’ take a leading role in evaluating lessons and giving feedback to teachers.

Pupils behave well. Their strong sense of feeling safe, good manners and respect for others are recognised in the views of many parents and carers. As one commented, ‘The values being taught alongside the curriculum are helping to make the school even better and respected in the community.’

*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>	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
<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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching has improved since the last inspection and is good overall, with some outstanding practice. Teachers adapt lessons in the light of pupils' responses, and use well-developed skills of questioning and timely interventions. Teaching assistants are skilfully used to support learning. Marking is rigorous and gives good advice for improving work. Pupils use this well to assess their own capabilities and performance. In well-taught lessons, pupils actively engage in their learning and move it forward through purposeful discussion. In a Year 6 mathematics lesson, for example, good teaching encouraged pupils to work independently, discussing methods for finding ratios and percentages linked to their Second World War topic. In a successful Year 1 reading lesson using sounds and letters, pupils made exceptional progress when working independently in small groups. In some lessons when teachers' explanations are too lengthy, the pace of learning slows leaving too little time for pupils to work independently and apply new skills. Teachers' good marking and assessment are not routinely applied to adapt lesson planning or teaching approaches to vary starting points.

Well-planned cross-curricular links are routinely used and support all areas of learning. Following a recent visit to Hampton Court, practising handwriting using words linked with Tudor times supported literary skills in history work. The wide range of extra-curricular opportunities aids pupils' physical activity levels and broadens their learning. The school provides a range of visits to enhance learning and social skills and makes effective use of specialist teachers for art, music and gymnastics. Pupils enthusiastically celebrate art and culture as part of a local arts festival and through links to a local university and art gallery.

The school knows every child as an individual. This personalised attention to need results in outstanding care. Very strong links with other agencies and careful consideration of the specific needs of individual year groups ensure there is highly effective transition within the school. There is an extremely efficient record-keeping and tracking system which leads to effective and well-targeted support. Attendance has improved considerably and is close to being above average, and there are excellent and rigorous systems to ensure that parents and carers are aware of their responsibilities. The before and after-school care provides good opportunities for pupils to socialise and develop a range of skills as well as providing a highly valued service to parents and carers.

*These are the grades for the quality of provision*

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<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 energy for improvement articulated by the leadership team and the governing body and focused on raising pupils' achievement has ensured that significant improvements have been made since the last inspection. These improvements include the better quality of teaching and learning and the increased popularity of the school in the local community. Vigorous leadership is markedly improving attainment, but it has not as yet driven standards to above-average outcomes. Careful monitoring by senior leaders and the governing body of new pupils arriving during term-time mean needs are quickly assessed and well-targeted provision is put in place to ensure all quickly make good progress.

Monitoring of teaching is well organised and rigorous. Strategies to support and coach colleagues, and the use of a wide range of very helpful partnerships and external support, are embedded and add momentum to the goal of outstanding teaching. However, this has not resulted in completely consistent teaching. The school tackles discrimination and promotes equal opportunities well, which is evident in the good achievement of all pupils. Pupils' progress is tracked closely and variations are discussed at length at what the school terms 'stuck pupil' meetings. Effective strategies to overcome barriers to the learning of these pupils are developed and outstanding partnership links are utilised to advance learning and this is helping to accelerate progress and raise attainment. For example, the gifted and talented group's link with the Guardian newspaper is greatly enriching learning for these pupils.

The school's work with parents and carers is outstanding. Regular parents' and carers' forums, run by the headteacher, are seen as a real strength and an opportunity to discuss the developments in school and the impact of improvements. One comment was, 'It is great. I really feel like I can give my views and inform changes to improve the school.' Meticulous analysis of and response to its community's needs, established links with local schools and regular exchange links with a school in Korea, help to make community cohesion outstanding.

The governing body's level of support and challenge to effect school improvement are outstanding. Governors are innovative in their approach to supporting and challenging the headteacher about pupils' attainment and progress. Clear policies and good safeguarding procedures, combined with annual staff training, ensure pupils are kept very safe, as parents and carers almost universally recognise.



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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>1</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>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle well to the routines because relationships are strong and induction processes good. For some children it was their first full day in school during the inspection. When they join the school children often have weak literacy skills and some are at very early stages in learning to speak English. They interact well together, taking turns and sharing equipment well. Across the Early Years Foundation Stage, children make good progress, and achieve particularly well in areas of personal development and in mathematics. The safe and secure learning environment is calm and nurturing, with bright and attractive resources. The vast array of activities available, particularly inside the building, ensures children’s interests are met. They make good use of computers and choose activities confidently from the opportunities offered, equally happy to work inside or out. Staff interact well with children during the wide range of child-initiated activities, collecting valuable assessment information when working alongside them. However, this information is not always used effectively to plan more targeted small-group learning opportunities. For example, in a whole-class session using letters and sounds, all children learnt the same sound and follow-up activities were the same for all. Children make good use of the large outside equipment and show very good levels of concentration at an early stage of being in school. An example was seen of children carefully picking items with tongs and ‘catching’ pasta floating in the water tray.

The Early Years Foundation Stage is well led and managed. Planning of activities is consistent across Nursery and Reception classes. Partnerships with parents and carers and agencies are a key strength of the provision. ‘Seedlings’ wrap-around care managed by the school is well run and provides a good level of care for children.

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Communication with the school’s staff is effective and assessment observations are shared. The provision is a very flexible way to meet the needs of the community.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 to the Ofsted questionnaire is high for primary schools. Parents and carers are overwhelming positive about the school. A very few expressed concerns about rewards for good behaviour not being apparent and also the challenge for more-able pupils.

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

Ofsted invited all the registered parents and carers of pupils registered at Green Lane Primary and Nursery 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 267 completed questionnaires by the end of the on-site inspection. In total, there are 413 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	187	70	73	27	5	2	1	0
The school keeps my child safe	194	73	70	26	0	0	2	1
The school informs me about my child’s progress	179	67	79	30	6	2	0	0
My child is making enough progress at this school	151	57	101	38	9	3	1	0
The teaching is good at this school	169	63	91	34	4	1	0	0
The school helps me to support my child’s learning	178	66	81	30	6	2	0	0
The school helps my child to have a healthy lifestyle	169	63	97	36	0	0	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)	143	54	108	40	2	1	0	0
The school meets my child’s particular needs	151	57	96	36	12	4	0	0
The school deals effectively with unacceptable behaviour	141	53	107	40	12	4	0	0
The school takes account of my suggestions and concerns	139	52	112	42	7	3	1	0
The school is led and managed effectively	175	66	80	30	3	1	0	0
Overall, I am happy with my child’s experience at this school	190	71	72	27	4	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



23 September 2011

Dear Pupils

### **Inspection of Green Lane Primary and Nursery School, KT4 8 AS**

Thank you for making us all so welcome during our recent visit. You made it very clear to us how much you enjoy school, all the opportunities that are available to you and how proud you are of your school. We were particularly impressed about how well you talked about your learning and knew about your learning targets. We were also impressed with how well you judged your own learning in lessons using the 'must, should and could' targets.

We found that Green Lane is a good school. We think it is improving and some of the things it does are outstanding.

You behave well and help and care for each other. You are all progressing well with your learning. We know that all at your school have worked hard to make it even better.

There are two things that we have asked your teachers and other adults to do. We want your teachers to work with all of you to improve your attainment by including more independent tasks and giving you more time to work on these. As part of this, we have asked them to look at different ways to start lessons for different groups. We have also asked staff to check that the few of you who do not attend regularly are helped to do so. Everyone can help by coming to school every day, unless they are ill.

We hope you all continue to enjoy your learning and do well.

Yours sincerely

Melanie Clapton  
Lead inspector

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