

Green Lane Primary School

Green Lane, Bradford, West Yorkshire, BD8 8HT

Inspection dates 7–8 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good and sometimes outstanding progress by the time they leave the school. When they leave school in Year 6, pupils' levels of attainment are still below that expected for their age but this gap is closing.
- Teaching is good with some that is outstanding. Lessons are planned so that they engage pupils and stimulate learning.
- Teachers know their pupils well and match the work set to meet the needs of the pupils.
- Pupils are fully involved in their learning through the use of bookmark target cards and a systematic marking scheme.
- Parents, pupils and staff agree that behaviour is outstanding. Pupils are exceptionally well behaved. They comment on how safe they feel and have clear information about how to keep safe on the internet.
- The headteacher and deputy headteacher lead the school well. They have a clear vision of how the school needs to improve and this vision is shared by all leaders.
- Governors are fully involved in improving teaching and learning and work well with the school to offer challenge and support.
- The imaginative curriculum has a direct effect on the strong spiritual, moral, social and cultural development of the pupils.

It is not yet an outstanding school because

- Some teachers talk too much and do not give pupils enough opportunities to explain their own thinking or share it with others.
- Occasionally, pupils spend too much time sat on the carpet listening while learning is directed by teachers. Due to the excellent behaviour, this does not prevent learning but slows it down.
- In other lessons, teachers are so focused on the pupils being active that they do not concentrate on what exactly pupils should be learning.

Information about this inspection

- Inspectors observed 24 lessons in a range of subjects. Several of the lessons were observed jointly with members of the senior leadership team. Inspectors also attended two assemblies and listened to pupils read.
- There were no responses visible to the online questionnaire (Parent View). However, inspectors analysed a letter from a parent and spoke to at least 15 parents.
- Questionnaires received back from 37 staff were analysed.
- Meetings were held with pupils, staff, representatives of the local authority and an external consultant. Inspectors also held meetings with members of the governing body and the Shine partnership.
- A number of documents were studied, including the school’s development plan and self-evaluation, evaluations from external consultants, a range of policies, information about pupils’ progress and performance management documents. Documents relating to safeguarding, behaviour and attendance were also analysed.

Inspection team

Joanna Sharpe, Lead inspector	Additional Inspector
Pamela Davenport	Additional Inspector
Martyn Groucutt	Additional Inspector
Pauline Pitman	Additional Inspector

Full report

Information about this school

- This is a larger than average primary school.
- The majority of pupils are from minority ethnic groups and do not speak English as their first language.
- The proportion of pupils known to be eligible for the pupil premium funding is a lot higher than the national average. The pupil premium is additional government funding provided for children in local authority care, those from armed service families, and those known to be eligible for free school meals.
- The proportion of pupils who are supported through school action is three times the national average.
- The proportion of pupils who are supported through school action plus or with a statement of special educational needs is slightly lower than the national average.
- A number of pupils, 39%, join the school in Key Stage 1 and Key Stage 2.
- The school manages a designated unit for up to 12 pupils with statements of special educational needs for speech and language difficulties.
- The school meets government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school, along with 11 other schools, is part of The Shine (Sharing in Excellence) Partnership, which is a school improvement partnership.

What does the school need to do to improve further?

- Improve learning and progress in lessons by ensuring that:
 - teachers do not spend too much time talking and instead allow pupils more opportunities and time to explain their thinking, ideas and responses to the teacher and to their peers
 - pupils do not spend too much time sitting on the carpet as a whole class group so that they may spend more time in independent and individual learning
 - teachers plan and deliver lessons with a clear focus on what pupils are learning and not just on keeping them actively engaged.

Inspection judgements

The achievement of pupils is good

- Children join the school with starting points that are well below those of other children the same age nationally. By the time they leave the school in year 6, pupils' skills in English and mathematics are still below those expected for their age. However, levels of attainment are improving and this gap is closing for all groups of pupils in the school.
- The progress pupils make in English and mathematics is good. The number of pupils who exceed expected progress in English and mathematics is higher than that of pupils nationally.
- The progress and skills reached by all pupils are carefully tracked. Tailor-made packages of help and support are put in place to meet individual needs. This ensures that all pupils and groups of pupils make good progress, including those who join the school during Key Stages 1 and 2. However, these pupils frequently reach standards that are lower than others in their class.
- Pupils who are eligible for the pupil premium funding make the same rate of progress as others in their class. This was seen in an outstanding Year 5 literacy lesson where the work set matched the different needs of all pupils in the class.
- Pupils love to read and there are numerous daily opportunities in school which support the good progress made in reading. Pupils are inspired by the wide range of literature available in lessons and in the school libraries. Pupils are set homework, which includes 20 minutes of reading every night, and they read regularly every day in school. It is the norm for younger pupils to take home several books every day. Pupils in Years 4, 5 and 6 have access to a particularly wide range of literature through school libraries, classroom libraries and via their own electronic books.
- The specialist resource provision unit matches pupils' needs very precisely. This and good quality support when they are with their school classes enable pupils with a statement of special educational needs to make good progress.

The quality of teaching is good

- Pupils enjoy learning because teachers make sure that lessons are fun. For example, pupils in Year 1 were motivated and engrossed in their learning, creating their own computer game, and did not want to go out to play.
- Teaching in the resource unit is good and sometimes outstanding. A previous external monitoring visit in 2012 noted that it was 'innovative, enthusiastic and builds pupils' confidence' and this is still the case. Pupils made outstanding progress in one lesson as the teacher used her skill and expertise to encourage children with a range of language difficulties to understand the critical vocabulary needed to ask and answer questions.
- All pupils have a bookmark for English and mathematics which records their national curriculum level and what they need to do to reach the next level. Marking is consistently good throughout the school and pupils regularly respond to comments on how to improve their work. These systems enable pupils to be fully engaged and motivated in their learning and progress.
- Teachers are skilled in questioning pupils to make them think for themselves and extend their knowledge and confidence, as was seen in a Year 6 mathematics lesson. Most teachers allow pupils time to respond, ask questions and to explain their thinking but some teachers talk too much and do not allow this to happen.
- Pupils are often seen to be learning through engaging activities, such as the Second World War role play. However, pupils are sometimes engaged in an activity which has not been planned well enough to ensure the pupils are learning something.
- Good planning ensures work is different to match the wide range of learning needs of pupils in the class. This means that pupils quickly go to work in groups or independently. A Year 3 mathematics lesson clearly demonstrated this; adults were able to support good progress with timely prompts specifically geared to individuals so that pupils were presented with the right

level of difficulty. However, in some classes, teachers keep the pupils on the carpet listening as a whole group for too long and so some pupils do not learn as fast as they could.

The behaviour and safety of pupils are outstanding

- Behaviour is outstanding. Pupils have a good attitude to learning and develop good social skills.
- All adults and pupils have exceedingly high expectations of how everybody should behave and all rise to these expectations.
- Relationships in the school are excellent. Pupils of any age, gender and culture mix happily in a harmonious atmosphere of respect and friendship during lessons and at playtimes. Discrimination is not tolerated and all adults ensure there is equal opportunity at all times. As a result, all pupils flourish.
- Pupils move around the school impeccably at all times. Their respect for one another is evident as they open doors, move out of the way to let others pass and offer to help one another. Pupils look after their school and displays, and artefacts are handled with care.
- Parents, staff and pupils all agreed that behaviour in school is exceptional. When asked, pupils and parents confirmed bullying was rare.
- Absence is higher than in other schools nationally. There is a common policy within the Shine partnership to improve attendance which has enabled the implementation of day-1 contact, text message reminders, legal action and moving the half-term week to fit in with cultural festivals. The pupil premium funding has been used to finance some of the activities that the school is doing to improve attendance. The school has also appointed a home-school liaison officer and a member of the senior leadership team is responsible for attendance. These strategies are helping to improve attendance.
- Pupils feel very safe in school and enjoy coming to school. Parents comment that even when they are not feeling well, pupils would prefer to come to school.
- The school considers that the safety of the pupils is paramount and responsibility for their own safety is communicated well to pupils. The Green Lane Live website gives clear guidance to parents and pupils on how to stay safe on the internet.

The leadership and management are good

- The headteacher and deputy headteacher share a clear vision and determination to make this an outstanding school. The pupil progress leaders and governors share this ambition for excellence.
- All leaders are dedicated to making learning and progress better through improving the quality of teaching. Performance management is systematic, with all adults having clear objectives on how to improve their teaching, which is linked to the school development plan and pupils' progress. Leaders have now ensured that no teaching is inadequate and very little requires improvement. This has already brought about an improvement in attainment and progress.
- School leaders know their school well. They have an accurate view of the school's performance and plans to bring about improvement are clear.
- The curriculum is a strength of the school. It makes a significant contribution to pupils' excellent behaviour and safety as well as to their spiritual, moral, social and cultural development. Pupils have sailed on one of the Tall Ships, the 'Maybe', and won a visit to Buckingham Palace. An artist in residence and the school's climbing wall and caves contribute to developing knowledge, self-confidence and teamwork skills. All of this prepares pupils well for the next stage in their education and for life beyond school.
- The school is innovative in its approach to keeping parents and pupils in touch through the Green Lane Live website and through school improvement work with the Shine partnership. The local authority is supportive of the work the school does and offers basic support.
- Consistent use of systems and strategies, such as performance management, marking schemes and data analysis and a strong leadership team indicate that school leaders have the capability

of continuing this improvement.

- School leaders and governors present information on the school website so that parents have a clear understanding of how the pupil premium has been spent and how it has brought about improvement.
- The school's arrangements for safeguarding meet current requirements.
- **The governance of the school:**
 - The governors attend relevant training and have a range of personal skills and experiences, such as in education and finance, which support them in challenging the school and holding leaders to account. Governors work alongside the pupil progress leaders; they spend time visiting classes and so have a clear understanding of the standard of teaching and the progress pupils make. They help to improve the quality of teaching in the school through their support for training courses, by setting targets for teachers, and by rewarding outstanding teaching.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107207
Local authority	Bradford
Inspection number	400891

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	695
Appropriate authority	The governing body
Chair	Abid Hussain
Headteacher	Kevin Holland
Date of previous school inspection	13 October 2009
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