

# Green Lane Church of England Primary School

Green Lane, Barnard Castle, County Durham, DL12 8LG

**Inspection dates** 9–10 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well and by the time they leave in Year 6, most have made at least good progress, especially in reading and writing.
- Children make very rapid progress in the Early Years Foundation Stage. Adults provide stimulating learning experiences and teach effectively to extend children's knowledge, skills and understanding.
- The quality of teaching is good with a growing proportion that is outstanding. Teachers plan interesting work for pupils to do, explain new ideas clearly and ask questions that develop good levels of understanding.
- Pupils' work is marked well so that they know how to improve and they are given opportunities to correct or redraft their work.
- There is a happy and harmonious atmosphere where adults provide excellent levels of care and support to pupils. As a result, pupils develop excellent social skills and behave impeccably in lessons and around the school. Pupils say bullying is rare and they feel safe.
- The headteacher, staff and governors lead the school with drive and determination. They have established an extremely effective learning community with high levels of energy and commitment. As a result, pupils' progress and the quality of teaching have improved rapidly.
- The curriculum provides excellent opportunities for pupils to use their writing and mathematics skills in other subjects. Varied and exciting opportunities, together with a strong Christian atmosphere, make an excellent contribution to pupils' spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- Pupils' achievement in mathematics is not as strong as it is in reading and writing.
- Sometimes the work set for pupils in mathematics is too hard for some; for others, it is too easy.

## Information about this inspection

- Inspectors observed 14 lessons taught by seven teachers, as well as making many shorter visits to lessons to look at pupils' work. Some of these observations also involved the headteacher.
- Inspectors talked to groups of pupils and listened to others in Year 2 and Year 6 read.
- The views of 27 parents who responded to the on-line questionnaire (Parent View), as well as two parents who telephoned the school during the inspection, were taken into account.
- Inspectors met with senior and middle leaders, members of the governing body and held a telephone discussion with a school improvement adviser who works with the school.
- The school's improvement plan and records of pupils' achievement, the quality of teaching, pupils' behaviour and safeguarding were examined.
- Twenty-seven staff submitted their views via a questionnaire and inspectors took these into account.

## Inspection team

Christine Cottam, Lead inspector

Additional Inspector

David Wilson

Additional Inspector

## Full report

### Information about this school

- Green Lane Church of England Primary School is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is very low compared to the national average. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children that are looked after.)
- The proportion of pupils supported through school action is higher than the national average, although the proportion supported at school action plus or with a statement of special educational needs is lower.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Green Lane Church of England Primary School is the lead school for a consortium of 18 local primary schools where school-based initial teacher training is provided in partnership with Northumbria University.
- The school has gained a silver Eco award and has been designated an Enhanced Health School.

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

- Increase pupils' achievement in mathematics so that it matches that in reading and writing by:
  - more closely matching the work set to the abilities of the different groups of pupils
  - ensuring all teachers follow clear guidance about the order in which calculation should be taught so that pupils can develop their understanding better.

## Inspection judgements

### The achievement of pupils

**is good**

- While the majority of pupils achieve well in mathematics, this is not yet the case for all pupils. This is because the work set is sometimes not matched well enough to pupils' ability; for some, it is too hard and for others, too easy. Sometimes pupils are moved too quickly through formal written calculation methods, before they have developed enough understanding.
- Children enter the school in Reception with skills and abilities that are broadly similar to those usually found. Most pupils make at least good progress throughout the school, especially in reading and writing, so that they leave at the end of Year 6 with above-average standards. This represents good achievement from their starting points.
- Pupils make good progress in lessons and some do better than this, especially in reading and writing, because teaching is consistently good and often outstanding. Pupils have excellent attitudes and work hard to do their very best in order to succeed.
- Test results at the end of Year 6 in 2012 dipped so that they were broadly average in reading, writing and mathematics. Leaders acted swiftly and successfully to tackle this. School records and inspection evidence show that the standards in Year 6 are above average and test results are set to return to their usual above-average standards in 2013.
- Year 2 pupils are able to read well for their age. They are taught their letters and sounds regularly and this helps them to read and spell unfamiliar words with increasing accuracy.
- By the end of Year 6, pupils are avid readers and the vast majority read fluently and with understanding. Some pupils are inspired to be 'Reading Champions' and have an excellent knowledge of popular fiction and authors.
- Writing is taught well throughout the school so that standards are improving and a higher proportion of pupils are making better than expected progress to reach above-average levels.
- Pupils have excellent opportunities to use their literacy and mathematics skills in other subjects. For example, in a science lesson, pupils used their measuring skills to help them test the comparative strength of two different brands of kitchen towels. Pupils concluded that the advertised claims of one brand were not true and wrote well reasoned letters of complaint to that company.
- The very small proportion of pupils known to be eligible for the pupil premium achieve well in relation to their starting points. Any comparison with trends over time to the relative attainment of pupils not eligible for this funding is unreliable because numbers are so small.
- Disabled pupils and those with a statement of special educational needs make similar good progress to other pupils in the school and achieve well. This is because the school supports these pupils well in lessons and also provides additional teaching to help pupils to catch up.

### The quality of teaching

**is good**

- Teaching over time is consistently good. Leaders ensure that teachers have access to focused training so that they can continue to increase their skills. As a result, the quality of teaching has improved rapidly so that a large proportion is now outstanding. This improved teaching, however, has not yet been sustained for long enough in order to secure outstanding achievement.
- Teachers plan interesting learning activities that inspire pupils and encourage them to achieve well. For example, in an English lesson, pupils were given photographs of deserted beaches and watched a short excerpt from 'Robinson Crusoe' to engage interest. As a result, all pupils were able to structure impressive and vivid descriptions using a wide range of vocabulary.
- This approach, together with excellent subject knowledge, leads to very effective teaching in English throughout the school and so pupils learn quickly.

- The quality of teaching in mathematics is less consistent. Sometimes the work set is not matched carefully enough to pupils' existing level of understanding, so that for some, it is too difficult and for others, too easy. On these occasions, pupils do not learn as much as they could.
- Adults manage pupils' behaviour extremely well in lessons. Teachers and their assistants are enthusiastic and positive in their approach so that pupils work hard and enjoy learning.
- All adults within the Early Years Foundation Stage assess the progress of children regularly and accurately and use this information extremely well to plan their next steps in learning. As a result, children make exceptional progress.
- Teachers use questioning well to probe pupils' understanding and to make them think hard in order to deepen their knowledge.
- All teachers mark pupils' work regularly and rigorously. Pupils know exactly what they need to do to meet the targets set by their teachers because they are given good information to help them to improve. They are also given time to correct or re-write some of their work so that they are able to reach even higher standards.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour over time is outstanding. Pupils work and play in a happy and harmonious atmosphere where there are high levels of mutual respect and courtesy. This is because adults model the highest possible standards and use praise, rewards and encouragement to develop high levels of mutual courtesy and respect.
- Children in the Early Years Foundation Stage make rapid progress in their personal and social skills. They have a clear understanding of classroom routines and listen well to adults. Children quickly gain confidence and work well within small groups.
- Behaviour in lessons is exemplary. Teachers maintain a brisk pace so that pupils remain interested throughout. Pupils are very eager to do their best in all aspects of school life.
- There is a calm and well ordered atmosphere at break and lunchtimes with older pupils contributing well by taking responsibility for the youngest children in the school. Parents are extremely positive about the work of the school, with all of those who responded to Parent View and those who telephoned inspectors saying that their children are happy, well behaved and well looked after at school.
- Attendance has improved over time and is above average with very few pupils who are persistently absent.
- Pupils value the work of the emotional well-being worker based in the 'Rainbow Room'. They feel very positive about the support they can get if they have any worries or concerns.
- There have been no permanent and very few fixed-term exclusions in recent years. This is because adults manage behaviour extremely well so that incidents of inappropriate behaviour are very rare. The school's records confirm that behaviour over time is at least good and often outstanding.
- Pupils have an excellent knowledge of different forms of bullying and how to keep themselves safe on the internet. Pupils say that bullying and racism, including name-calling, do not occur in their school but are also confident that if any problems did occur, they would be sorted out immediately. Consequently, they feel safe and well cared for.

### **The leadership and management** are outstanding

- The headteacher is enthusiastic, determined and ambitious in her approach to securing the very highest standards for pupils' achievement and the quality of teaching. This vision is shared by all staff and governors.
- The school's procedures for gaining an accurate view of its performance are extremely good and

priorities for improvement are correct. For example, leaders recognised that standards dipped in 2012 and took swift and effective action. The quality of teaching has improved and standards by Year 6 are set to rise to their usual above-average level. This demonstrates that the school has an excellent capacity to continue to improve.

- The performance of teachers is managed exceptionally well. All leaders have an accurate and detailed knowledge of the quality of teaching, set rigorous targets to improve, and take appropriate action when teaching is not good enough. Teachers who meet their targets and are consistently good or outstanding are appropriately rewarded.
- There are extremely strong partnerships with the local and wider community and this makes an excellent contribution to the vitality that is evident in the day-to-day life of the school. For example, the school-based initial teacher training in partnership with Northumbria University has a significant impact on the quality of teaching as teachers work hard to develop their own skills in order to tutor students effectively.
- The progress of pupils is very carefully monitored so that any underachievement is identified and swift action taken to help pupils catch up. The school uses the pupil premium and other funding well to provide additional support for the pupils who need it, particularly in English. This demonstrates the school's commitment to promoting equality and tackling discrimination.
- The curriculum makes an excellent contribution to pupils' achievement because pupils are given regular opportunities to practise their reading, writing, mathematics and communication skills in other subjects. This outstanding curriculum, together with the school's Christian atmosphere, helps pupils to develop their spiritual, moral, social and cultural understanding.
- Parents hold the school in high regard. All parents who responded to Parent View say they would recommend the school to others.
- The school takes the safety of pupils seriously and there are excellent systems in place that meet all safeguarding requirements.
- The local authority has provided good support to the school so that the use of performance information by all leaders has improved since the last inspection.
- **The governance of the school:**
  - The governing body is extremely knowledgeable about pupils' achievement and the quality of teaching. Governors have effective plans in place to tackle their improvement priorities and visit the school to check that progress is being made. Governors use the pupil premium funding for additional teaching for eligible pupils and monitor the achievement of these pupils carefully. While governors are very supportive, they also set challenging targets for the headteacher. They have also challenged other staff to take on subject development roles and this has strengthened the capacity of leadership.

## 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

<b>Unique reference number</b>	114219
<b>Local authority</b>	Durham
<b>Inspection number</b>	411836

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alec Harding
<b>Headteacher</b>	Paula Ford
<b>Date of previous school inspection</b>	5 June 2009
<b>Telephone number</b>	01833 690298
<b>Fax number</b>	01833 690316
<b>Email address</b>	greenlane@durhamlearning.net



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