

# Green Lane Primary School

Green Lane, Acklam, Middlesbrough, North Yorkshire, TS5 7RU

## Inspection dates

25–26 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children enter the school with skills that are typical for their age and get a very good start to their time in school. They make good and sometimes outstanding progress across the Early Years Foundation Stage in their personal development.
- Pupils generally make good progress across Key Stage 1. By the time they leave in Year 6, pupils have made accelerated progress. They reach standards that are well above average and continue to rise.
- Teachers have high expectations of what pupils can achieve and teaching is good and sometimes outstanding. Teachers use questioning very effectively to accelerate pupils' understanding. Teaching assistants are used successfully and make a strong contribution to pupils' learning and progress.
- Pupils' spiritual, moral, social and cultural development is a striking feature in the life of the school. Pupils work and play in harmony and behaviour is exemplary. They are very knowledgeable of how to keep safe and are adamant that there is no bullying. They are very keen to learn and engage well in lessons.
- The co-headteachers' inspirational and rigorous leadership ensures that teaching is strong and pupils achieve well. Staff are supported extremely well by a new, skilful, senior leadership team. A strong and very committed team of teachers also assures the school's continuing success and ability to improve.
- Governors are extremely knowledgeable about their school. They understand the school's data and have effectively supported the school's drive to improve. Pupil premium funding is used effectively through a range of support activities which have had a positive impact on pupils' achievement.

### It is not yet an outstanding school because

- Teaching is not consistently outstanding. The school does not fully use its own expertise to improve teaching.
- Marking does not consistently help pupils to achieve as well as they might. Opportunities are sometimes missed for pupils to accelerate their own learning and progress.
- Not all pupils across Key Stage 1 make consistently better than expected progress from their individual starting points.

## Information about this inspection

- Inspectors observed 38 lessons or parts of lessons, four of which were carried out jointly with each of the co-headteachers and three with the deputy headteacher.
- Inspectors observed groups of pupils working with teaching assistants and listened to some pupils read from different year groups in classes, including a specific group from Year 2.
- Inspectors talked to a range of pupils, including the school council, about their work and play in the school. They also looked at a range of pupils' work from across the school.
- Meetings were held with six governors as well as teaching staff, including senior and middle leaders. Discussions were held with a representative of the local authority.
- Inspectors took account of 50 responses to the on-line questionnaire (Parent View). They also considered the school's staff and parent questionnaires. Letters were also received from three parents regarding the support and quality of education their children had received.
- Inspectors observed the overall work of the school and looked at a number of documents including the school's data about pupils' current progress. They also studied documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors examined a range of other evidence including school displays, its website, and evidence representing the school's wider achievements beyond the classroom.

## Inspection team

David Shearsmith, Lead inspector	Additional Inspector
Deborah Bailey	Additional Inspector
Derek Sleightholme	Additional Inspector
Jonathan Chicken	Additional Inspector

## Full report

### Information about this school

- The school is much larger than an average-sized primary school.
- A below average proportion of pupils is known to be eligible for the pupil premium, which is additional government funding for those pupils known to be eligible for free school meals, children in the care of the local authority and children of service families.
- A below average proportion of pupils is supported at school action. Similarly, the proportion supported as school action plus or with a statement of special educational needs is below average.
- The majority of pupils are of White British heritage although the school has an increasing proportion of pupils from ethnic minorities.
- The school has an above average proportion of pupils with English as an additional language.
- The school has achieved Sports Mark, Healthy School and Arts Mark Gold awards.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The Early Years Foundation Stage is taught in a separate Nursery and three Reception classes which share a large outdoor learning area.

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

- Improve teaching so that it is consistently outstanding by:
  - using existing outstanding practice as a model for others to bring the majority of teaching up to outstanding
  - improving the marking of pupils' work bringing it all to a consistently high standard so that pupils have clear points for improvement. They also need time to improve in the next lesson so they can achieve higher levels in their work
  - ensuring that pupils have more opportunities to check on their own learning and accelerate their own progress by using the school's 'Toolkits for Learning' which tells pupils how to be successful in lessons.
- Accelerate the progress of pupils at Key Stage 1 by:
  - giving closer attention to meeting the individual needs of particular groups of pupils so that all make consistently good or better progress.

## Inspection judgements

### The achievement of pupils

is good

- Pupils achieve well due to effective teaching skills which are successfully built on as pupils move from year to year and this enables them to make good progress.
- Children enter the Early Years Foundation Stage with skills that are typical for their age. A growing number of children start with weaknesses in their speaking and listening skills. The school has put systems in place to support pupils with these specific needs. Children get a very good start to their time at school in all aspects of their learning. They make good progress, particularly in their personal development because staff settle children quickly into learning.
- Overall progress in Key Stage 1 is good. Pupils reach standards in reading, writing and mathematics that are just above average and rising. Strategies are in place to ensure consistency in the progress of pupils of different abilities and needs. As yet there has not been enough time for these changes to be fully effective to ensure that all pupils consistently make better than expected progress from their individual starting points.
- Pupils make accelerated progress, particularly in upper Key Stage 2, to reach standards that are well above average in reading, writing and mathematics. This is due to teaching that is more consistently outstanding and small-group teaching interventions that have taken place over time. Consequently, standards are continuing to rise rapidly.
- Pupils make good progress in reading in response to improvements in teaching. The school has revised the way it teaches phonics (sounds that letters make). This has had a positive impact on pupils' skills to tackle harder words. Results of the Year 1 phonics test were average and improved this year. Older pupils are enthusiastic readers and many reach well above average attainment.
- Pupils make good progress in their mathematical skills across the school due to good and sometimes outstanding teaching, particularly in Key Stage 2. The more-able pupils are challenged successfully and almost half of pupils in Year 6 exceeded the level that is expected in the 2013 tests.
- Pupils with English as an additional language make at least good progress particularly at Key Stage 2. They reach standards at Key Stage 1 in reading and mathematics that are broadly in line with those of similar pupils nationally, but relatively weaker in writing. By the time they leave in Year 6, their standards are well above those of similar pupils nationally and also above those of their peers.
- Pupils known to be entitled to the pupil premium, including those known to be eligible for free school meals, make good and sometimes outstanding progress. By the time they leave in Year 6, they have made accelerated progress and are almost two terms ahead of similar pupils nationally. Attainment is well above average and in line with that of their peers in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make good and rapidly improving progress across the school. They currently reach standards close to average in Year 2 and by the end of Key Stage 2 well above the average of similar pupils nationally in reading, writing and mathematics. Success is linked to targeted support from very skilful teaching assistants.

### The quality of teaching

is good

- Teachers have high expectations and provide rich and engaging experiences for pupils. Teachers possess good subject knowledge and plan lessons well to meet pupils' needs. Pupils regularly receive a variety of interesting homework tasks which support further their achievements in school. These many strengths ensure that pupils make good progress.
- This high quality teaching does not always happen consistently at Key Stage 1 and tasks do not always ensure that the needs of all pupils are consistently met to enable them to make better than expected progress.

- Teaching in the Early Years Foundation Stage is good and sometimes outstanding. Children make good progress due to teachers' expert planning and provision of exciting and varied experiences. Teachers engage children through real-life stories which capture their imagination. Children are challenged through activities led by the teacher that extend their learning. Teachers provide high quality literacy activities to encourage independent learning through play, both in and outside the classroom.
- In Key Stages 1 and 2, mathematics is taught effectively based on detailed understanding of numeracy methods. In a Year 2 mathematics lesson, pupils were challenged to reach high levels of mathematical understanding. Pupils were highly engaged in problem-solving tasks that captured their interest and led to rapid progress.
- Teachers mark pupils' work fastidiously and some teachers give very effectively clear points for improvement. They also give pupils time in the next lesson to correct or edit their work. This works extremely well and ensures that pupils learn from their mistakes. This is not the case in all classes which prevents some pupils from reaching higher levels in their work.
- In an English lesson in Year 6 pupils were effectively developing their understanding of powerful verbs after a visit to Whitby. The teacher rigorously questioned pupils on their use of these verbs and reviewed their learning regularly to consolidate their understanding. However, pupils did not have enough opportunities to check on their own learning and accelerate their own progress. The school has put a 'Learning tool kit' in place to encourage pupils' assessment of their own work but this is not yet applied consistently in lessons.
- Skilful teaching assistants play a valuable role in the school both in and out of class. They effectively meet the needs of pupils during direct teaching by prompting them to respond to the teacher. They also provide valuable support for pupils with specific needs and work with pupil premium pupils to accelerate their progress.

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

- The school has a strong focus on pupils' personal development and consequently their behaviour is exemplary. Pupils work and play together extremely well. At lunchtimes and playtimes pupils were seen enjoying each other's company and playing with their friends.
- Pupils enjoy school lunches as the food is healthy and wholesome. Lunchtime is a very social occasion enabling pupils to interact happily together.
- Pupils love coming to school and attendance is above average. The school has very thorough systems to improve attendance so that pupils maximise their time in school.
- During lessons pupils become highly engaged in learning due to the stimulating activities presented to them. Pupils are exceptionally keen and have a real thirst for learning. They work well in groups and as partners. They collaborate with others and share ideas.
- The school's curriculum promotes pupils' personal development. As a result, they have an excellent understanding of how to keep safe in a range of different situations including fire and water safety. They have a very good knowledge of how to keep safe when using information communication technology (ICT), particularly the Internet.
- Pupils said there is no bullying. They have a very good understanding of different types of bullying. Pupils said that if they fall out with each other, staff quickly help them resolve their problems.
- The school uses the new sports funding to provide a very wide range of sporting activities before, after and during school. Pupils participate energetically in wake-up and shake-up sessions delivered by a very effective school sports coach.

### **The leadership and management** are good

- The co-headteachers' excellent strong and purposeful leadership and skilful leadership team make sure that their actions to raise attainment are clear and precise ensuring the continuing

success of the school.

- The school rigorously checks its own performance and has a very accurate picture of how well it is doing. Detailed statements from subject leaders and careful tracking of pupils' progress through regular meetings have identified the need to improve progress even more at Key Stage 1. The school is already responding to this need but improvements have not had enough time to show a real impact on pupils' progress.
- Teaching is monitored well. Existing outstanding practice is used to support improvements in teaching but this is not yet fully exploited and some aspects remain in need of attention.
- The school checks closely on the performance of teachers and the progress pupils make in their classes. This process is very thorough and based on high expectations. Teachers are rewarded only when they have achieved or exceeded their targets.
- The school has a strong commitment to ensuring that all pupils achieve as well as they can. They have been particularly successful in improving the progress of those pupils entitled to the pupil premium funding and ensuring that they receive an equal opportunity to achieve as well as others.
- The school's curriculum provides excellent experiences for pupils which promotes a real thirst for learning. Very meaningful links between subjects promote pupils' basic skills in literacy and numeracy. Pupils receive a rich and varied diet of creative, artistic and musical experiences which substantially enriches their spiritual, moral, social and cultural understanding.
- The school ensures that safeguarding meets requirements.
- The local authority gives very light touch support to this very good and improving school. The co-headteachers and senior leaders in the school also provide support to other schools, in partnership with the local authority, giving further recognition to their highly effective leadership.
- The school is very proactive in working with parents. It provides a range of activities to engage parents in the life of the school. This exemplary practice has a very positive impact on pupils' continuing successful achievement. Parents are very supportive of the school and value its work.
- Partnerships are also a significant strength of the school. They provide support for pupils' overall experiences and for the professional development of all staff.
- **The governance of the school:**
  - Governors are very effective in supporting and strengthening the new leadership structure to secure further improvement of the school's performance. They are well-trained and very knowledgeable about areas of strength and those in need of improvement. Governors have a good understanding of school and national data and are asking questions about the need for improvements at Key Stage 1. They are aware of the quality of teaching and how salary links to performance. Governors are very effective at managing the school's budget. They check that the spending of the new sports funding and pupil premium benefits the school and the attainment of pupils.

## 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>	111646
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	425937

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	664
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Pagan
<b>Headteacher</b>	Janet Lucas, Jackie Walsh
<b>Date of previous school inspection</b>	1 December 2008
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