

Jane-Lane School

Churchill Road, Bentley, Walsall, WS2 0JH

Inspection dates 5–6 March 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Making good progress, pupils achieve well in each key stage and in a range of subjects and areas, becoming well prepared for the next stages of their education.
- Teaching is good and there are also examples of outstanding teaching. Lessons are relevant, involve interesting resources and are often practical so that they capture pupils' interest.
- In lessons and around school, pupils' behaviour is good. Pupils arrive in lessons ready to learn and try their best. They have good manners and say they feel safe in school.
- The sixth form is good. Students achieve well, taking a range of courses and examinations that are closely matched to their needs. They are enjoying the new accommodation.
- The new headteacher and senior staff work closely together, conveying a clear sense of direction; together with the governing body, they have sustained the good quality of teaching and pupils' achievement since the last inspection and improved facilities for sixth form pupils. Staff are motivated and proud to work at the school.
- Governors use their wide-ranging skills to hold the school to account effectively.

It is not yet an outstanding school because

- Teachers do not always deploy teaching assistants fully in lessons, and marking does not always show pupils how to improve.
- On occasion, the school's evaluations of teaching do not focus enough on what pupils are learning.

Information about this inspection

- Inspectors observed nine lessons and nine teachers. Three lessons were observed jointly with senior staff.
- Two meetings were held with pupils, and meetings were held with nine governors, senior staff including teachers and teaching assistants, and the school's improvement partner. A telephone conversation was held with a representative of the local authority.
- Inspectors observed the school's work and looked at a range of documents, including assessments of pupils' progress, attendance and behaviour records, and documents relating to safeguarding.
- There were insufficient responses to register on Parent View (an online questionnaire) but inspectors spoke to several parents collecting or dropping off their children.
- Inspectors analysed 35 staff questionnaires.

Inspection team

Michael Farrell, Lead inspector	Additional Inspector
Fiona Robinson, Team inspector	Additional Inspector

Full report

Information about this school

- The Jane Lane School has specialist status for special educational needs (cognition and learning).
- All pupils have a statement of special educational needs. The school is designated for moderate learning difficulties and practically all pupils have complex needs, including autistic spectrum disorder and medical needs.
- Most pupils come from White British backgrounds and the proportions coming from other ethnic backgrounds are similar to those found nationally.
- A lower than average proportion of pupils do not speak English as an additional language.
- A higher than average proportion of pupils are entitled to pupil premium (additional funding from central government for pupils known to be eligible for free school meals or who are cared for by the local authority, or who are from service families).
- The school receives no 'catch-up' funding for Year 7.
- Currently a small number of pupils are looked after by the local authority.
- About three quarters of the pupils are boys.
- Approximately 75% of pupils start at the school at a time other than the beginning of a key stage.
- From Year 10 onwards, pupils attend Walsall College for one morning a week to take part in a range of vocational courses. Pupils either leave school at the end of Year 11 to attend Walsall College or stay on in the school's sixth form.
- Since the previous inspection, the headteacher has retired, the new headteacher having been appointed in July 2013.

What does the school need to do to improve further?

- Improve the quality of teaching and assessment by ensuring that teachers deploy teaching assistants fully in lessons, and that the marking of pupils' work consistently shows them how they can improve.
- Improve the accuracy and usefulness of monitoring of teaching by always focusing on what pupils learn.

Inspection judgements

The achievement of pupils

is good

- On entering school, pupils' attainment is typically below expected levels but with wide variations. The school's data indicate that pupils, including those in the sixth form, make good progress from their different starting points and achieve well. They make good progress in literacy and mathematics, and in the development of early skills. Observations of teaching and examples of pupils' work and examination files confirm this good progress.
- Pupils make good progress irrespective of their individual special educational needs or disabilities, of their ethnic background, or of their varied starting times at different points in the school year. Equal opportunities are promoted well; work is shaped to individual needs and abilities, to ensure that all participate fully in lessons.
- Older pupils achieve well in the college courses they attend off-site. The school ensures this provision is effective in equipping pupils with relevant skills for further education and training, and work opportunities.
- Boys and girls make similarly good progress. Pupils who speak English as an additional language also make good progress. They benefit from extra support, including translators where necessary.
- Currently, pupils eligible for pupil premium are making good progress, including those in the care of the local authority, and achieving well because the small groups and high staffing levels enable them to receive much individual support. Learning mentors support these students well. The attainment of pupils supported by the pupil premium varies widely in mathematics and English at the end of both Year 6 and Year 11 due to the wide variation in their starting points, similar to their peers. Pupils eligible for free school meals make similar progress to their peers.
- Pupils who are particularly vulnerable and their families are well supported through the school working closely with other agencies such as the health services and social services.
- The most able pupils make good progress because work is pitched at a level which challenges them well and they respond positively to teachers' high expectations.
- Older pupils, including those in the sixth form, achieve well in a wide range of suitable examinations and courses, including GCSEs, Entry Level Certificates and vocational qualifications, preparing them well for further education. Students are not entered early for GCSE examinations.
- Pupils who are able to read do so widely and often, using interesting materials that they can tackle with growing confidence and motivation. In their work, pupils apply a wide range of skills in reading, writing and communication.
- Similarly in mathematics, pupils show a good level of motivation. In a mathematics lesson in Key Stage 2, they achieved well in counting, placing numbers in a sequence and recording their work because the well-planned activities were enlivened by resources that captured their interests, including a puppet and bean bags with numbers on them.

The quality of teaching

is good

- The great majority of teaching observed during the inspection was good. The consistently good quality of teaching was also confirmed by scrutiny of pupils' work, including displays around the school.
- Teachers convey high expectations both of pupils' progress and behaviour, planning and teaching lessons that deepen pupils' knowledge and understanding.
- Teachers use questioning skilfully to ensure pupils maintain attention and to challenge their understanding.
- Staff create a positive climate for learning, providing interesting activities which encourage pupils to try hard. Pupils enjoy their activities and are quick to give examples of their favourites.

- Pupils are well motivated by the homework teachers set, and they are encouraged by the homework certificates they receive.
- Relationships between staff and pupils are warm and respectful. Behaviour is managed consistently and well so that disruptions are rare. Attractive displays in classrooms and around school enhance the environment and celebrate what pupils achieve.
- Work is pitched at the right level for different groups of pupils and individual support is provided where necessary. Teachers ensure that the most able pupils are suitably 'stretched' with different, more challenging tasks as necessary.
- Pupils, particularly older ones, remember guidance they receive to help them improve their learning.
- In a Key Stage 3 lesson, pupils achieved well, designing and making various items, for example a dolphin supported by a stem on a wooden base, because effective coaching and guidance from the teacher provided pupils with the skills and understanding needed to complete the task.
- In a Key Stage 4 mathematics lesson, pupils achieved well in bringing data together to draw a graph because the purpose of the lesson was clearly conveyed and the teacher's use of large playing cards to show how to record the different suits captured pupils' interest.
- Pupils in the sixth form achieved well in an art lesson, drawing face portraits using chalk and charcoal, because activities enabled them to develop their skills and confidence.
- Teaching assistants work effectively with individual pupils and small groups in most of the teaching, making a valuable contribution. Sometimes teachers do not deploy them fully throughout the lesson, slowing pupils' progress.
- While much of the marking is informative, some does not show pupils what they should do to improve, slowing progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school successfully promotes the value of social skills and caring for others and, consequently, good relationships. Because pupils have positive attitudes to their learning and recognise the importance of what they are studying, their progress is enhanced.
- Pupils behave well with different staff, and in different situations, including lessons, at lunchtimes, break times, and around school. They say, 'Teachers work with you to make sure you get the best out of what you are doing.' Pupils state they are happy in the school and 'like the staff'.
- Pupils are polite and have a growing awareness of the needs of others because staff themselves are good examples of courtesy and respect.
- The school buildings are well cared for, and attractive displays, including art and design and technology work, enhance the setting considerably, reflecting the pride staff and pupils take in the school.
- Pupils are punctual to lessons and settle quickly because they are keen to learn and enjoy their activities. They behave with growing consideration for others as they mature. Pupils are happy and willing to explain to others what they are doing and how well they are succeeding.
- Attendance is similar to the average of that of other special schools. The school does a great deal to improve attendance, including working closely with families. A proportion of students are unavoidably absent for medical reasons.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe at school. They can give examples of keeping safe in line with their different levels of understanding. They know about the risks of using social networking sites on the internet and can explain the basics of road safety and water safety.
- In lessons, safety is encouraged. Procedures and risks are explained and pupils' understanding is checked.

- The school tackles discrimination effectively. Pupils are aware of bullying but say either that there is none or that it is very uncommon. They say there is very occasionally name calling, for example relating to someone's appearance, but that this is dealt with effectively by staff.

The leadership and management are good

- The new headteacher and senior staff convey high expectations to all staff so that staff morale is high.
- Since the last inspection, the school has maintained standards and its quality of teaching and has improved the facilities for the sixth form pupils.
- Staff performance is managed conscientiously, supported by clear systems, and targets include those related to the progress pupils are making. Senior staff, including the head of the sixth form and others with responsibilities, have clear roles and contribute effectively.
- The subjects and activities pupils study are broad and relevant and well suited to their needs. They contribute well to the spiritual, moral, social and cultural development of pupils and encourage good behaviour and development.
- The school works closely with parents, including by providing classes for them in money management and crafts. One parent told the inspector, 'I can't fault the school.' Another, speaking of her daughter, stated, 'She can read now, she couldn't before.'
- The local authority provides 'light touch' support for this good school, including providing courses for staff and governors.
- Safeguarding meets statutory requirements, supported by careful and well-monitored procedures and meticulous record keeping.
- Sports funding is used effectively to develop pupils' physical skills and good attitudes to health and sport. As a result, pupils participate well in physical education lessons and competitions with other schools.
- The school's specialist status provides a focus for its work in developing approaches to learning and cognition; for example, it has recently developed 'sensory' programmes for less able pupils to help their development.
- Teaching is regularly monitored, and is mostly effective in showing teachers how to improve. On occasion, there is not a sufficiently sharp focus on what pupils are learning.

■ The governance of the school:

- Governors have a clear picture of pupils' achievement and take care to examine national and school data. They have a clear overview of the quality of teaching, gained through visiting the school and discussions with staff. Governors know how pupil premium funding is spent and the positive impact of employing staff to help these pupils understand their learning. They are conscientious in helping ensure pupils are safe. Governors make sure staff and other resources are used suitably. They are aware of the structures for the management of staff performance and their use and, with the guidance of an 'outside' advisor, conscientiously manage the performance of the headteacher. They have carried out an assessment of their skills and how they can improve their work, and attend courses to assist in this.

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	104271
Local authority	Walsall
Inspection number	431155

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

Type of school	Special
School category	Community special
Age range of pupils	7–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	144
Of which, number on roll in sixth form	27
Appropriate authority	The governing body
Chair	Brian Powell
Headteacher	Tony Milovsorov
Date of previous school inspection	13–14 June 2011
Telephone number	01922721161
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