

Green Lane School

Woolston Learning Village, Holes Lane, Woolston, Warrington, WA1 4LS

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1
Sixth form provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher's leadership is extremely effective. He constantly strives to ensure that all aspects of the curriculum are fully established across all the key stages. His sensitive yet steely determination results in as much success as possible for all pupils.
- The very able deputy headteacher and assistant headteacher have a very clear overview of strengths and weaknesses at the school. They are very well supported by senior and middle leaders who have a range of diverse skills.
- Together, leaders constantly ensure that the quality of teaching and pupils' achievement are outstanding and continue to improve. They have a consistent, rigorous approach to the analysis of data; this enables them to take actions to ensure high quality provision.
- Governors are extremely supportive of the school and constantly challenge leaders to provide outstanding provision and practice for all.
- Pupils' behaviour and their attitudes are exemplary. Extremely effective arrangements are in place to ensure that all pupils are very safe and all safeguarding requirements are fully met across all the different areas in the school.
- Provision for pupils with autistic spectrum disorders is outstanding.
- All staff are experienced and well trained. The school's arrangements for continuing professional development are well linked to the performance management of the staff and to pupils' progress. This, along with exceptionally high levels of care, ensures that progress is outstanding. The large majority of pupils achieve extremely well from their starting points.
- The teaching assistants are a huge strength of the school. They are very well trained and constantly focus on pupils' well-being and academic achievements. The support team is instrumental in delivering high quality intervention in English, mathematics and communication skills.
- Technology, art and sports provision are all strengths of the school. The curriculum is outstanding. It offers a range of diverse and high quality provision at all key stages to ensure students' progress is rapid.
- Outstanding early years education ensures that all children get off to an excellent start so that they are fully ready for Year 1. The outdoor provision, however, does not always provide opportunities for children to practise all their skills.
- Students' achievements in the sixth form are outstanding, due to the targeted support that the students receive.
- Pupils consistently make sustained and outstanding progress.

Information about this inspection

- The inspectors observed teaching and learning in many different lessons, taught by different teachers across all the key stages. The headteacher and deputy headteacher accompanied the lead inspector on walks around the school. The inspectors observed pupils reading in lessons and heard readers from Key Stages 2 and 3. The inspectors observed support for pupils during whole-class sessions, in groups and on an individual basis.
- The inspectors looked in detail at the work in pupils' books, files and online from across the school. Three meetings were held with groups of pupils and sixth form students where they talked about their work and their perceptions of the school.
- Inspectors held meetings with the headteacher, deputy headteacher and assistant headteacher, teachers and support staff. The inspector interviewed the Vice-Chair of the Governing Body and a parent governor. Meetings took place with representatives from the local authority.
- The inspectors looked at a wide range of documentation including: the school's summary of its view of its own performance; the school development plan; policies and procedures in relation to safeguarding; information about pupils' attendance and behaviour; records of the monitoring of teaching and learning; information about pupils' achievement and minutes of meetings of the governing body.
- There were 17 responses to the online questionnaire for parents (Parent View) and inspectors looked at summaries of school questionnaires sent out to parents recently.

Inspection team

Jean Tarry, Lead inspector

Additional Inspector

Elizabeth Loftus

Additional Inspector

Full report

Information about this school

- Green Lane is a community special school that caters for pupils aged four to 19. All the pupils have statements of special educational need because of moderate or severe learning difficulties. Around half of the pupils have complex communication difficulties, including autistic spectrum disorders.
- In September 2012, the school was redesignated to include provision for students aged 16-19. New staff were employed to work on designing the new curriculum provision for this key stage.
- A new sixth-form department which has been created and students started there in September 2012. This is known to parents as the Woolston Sixth Form College. These students are taught in purpose-built accommodation. Some students have transferred from other schools and others are from Foxwood School and Green Lane School.
- The Reception class is integrated into Key Stage 1 and children attend full time.
- The school works closely with the Great Sankey Teaching School Alliance and delivers special needs outreach work and training to support pupils in mainstream schools and other settings.
- Some students w enter the school at various times during the school year and during 2014-15 e this number has risen because of the redesignation and the new sixth-form provision.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is well above the national average. The pupil premium is funding the school receives to support those pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The school has received a number of awards over the past three years, including the Artsmark Silver Award, Basic Skills Quality Mark, NAS Autism Accreditation, Information and Communication Technology Mark, Healthy School Status, Active Mark, Sports Mark and FMSIS standard.

What does the school need to do to improve further?

- Improve the outdoor learning opportunities in the early years, so that children have more engaging resources and experiences to practise their emerging skills.

Inspection judgements

The leadership and management are outstanding

- The headteacher provides purposeful and extremely effective leadership. His drive to provide a high quality of education for all pupils is absolutely exemplary. The deputy headteacher supports this work very well and has been instrumental in monitoring and evaluating curricular provision with a very able assistant headteacher.
- The leaders have ensured an effective approach in the marking of pupils' work, particularly for the most able pupils and those who have complex special educational needs. The analysis of data by leaders is rigorous and all staff take ownership of tracking pupils' progress in order to enhance pupils' achievement to the maximum.
- The senior leadership team continually share new ideas and look for ways to improve the school's work. Leaders demonstrate that pupils' progress has been maintained since the last inspection.
- Leaders' checks of the school's performance ensure that they have an excellent understanding of what is working really well and what requires much more attention. Plans to make improvements are discussed regularly at leadership meetings and action is taken very quickly, for example, with training for governors.
- The quality of teaching has continued to be outstanding across the school since the last inspection, because leaders make regular checks on its quality and adaptations to ensure that provision is of a consistently excellent standard.
- Senior leaders look carefully at the plans for lessons, the lessons taught and the pupils' progress in their work. A typical staff comment is, 'Leaders are clear about students' progress and identify quickly if a student is underachieving in basic skills work. It's a great place to work as our training is very focused on the priorities for the students' learning.' Any weaker aspects of teaching are tackled very effectively through targeted support.
- The management of teachers' performance through setting targets linked to pupils' performance is very good and has an extremely positive impact on pupils' learning over time.
- The work of middle leaders is effective. They ensure that there is much that enriches the curriculum and they strive to make it as exciting as possible.
- Pupils experience a range of activities, such as outdoor pursuits on residential trips, football in the sports hall, weekly supermarket shopping, café trips and a whole range of visits and visitors to the school. The school website has examples of how pupils learn about life in a multicultural society and our British values. They learn about democracy as they vote to elect school council members.
- The school develops pupils' spiritual, moral, social and cultural awareness well. Pupils are taught to be reflective and to persevere with their writing and reading tasks. They are taught to be resilient in their mathematical development, especially when they have to solve challenging problems. The school's approach to teaching English and mathematics helps pupils to target improvement in their work very quickly.
- Equality of opportunity is promoted exceptionally well and leaders are committed to tackling discrimination of any kind. Leaders ensure that pupils behave exceptionally well and that very positive relationships are established, particularly with parents and outside agencies. The leaders work exceptionally hard to ensure that the pupils have exciting opportunities in sport, Spanish, music, information and communication technology (ICT) and outdoor pursuits, such as the residential to Shrewsbury.
- The primary physical education (PE) and sports premium is being used very effectively. For example, it pays for specialist coaches to teach lessons and this has a very positive impact on teachers' own knowledge and practice for teaching future lessons.
- Strong leadership ensures that the pupil premium funding is used extremely well to ensure that eligible pupils make as much progress as others in the school.
- Leaders monitor the whole-school provision very well by looking very carefully at the attendance, behaviour and progress of pupils on a regular basis. There are also excellent procedures and policies for safeguarding pupils which are fully in place and are very effective. For example, pupils who are vulnerable report that they have very positive experiences and feel very safe in school. Leaders are also very good at advising students about the next steps in their education and training.
- The local authority has provided appropriately limited support. The guidance provided for governance has been very effective. Recent effective support has included peer-to-peer review work with colleagues from other schools and the local authority.

■ The governance of the school:

- The governing body knows the school really well and uses the information and data about pupils' progress effectively to compare the school's performance with that of other similar schools locally and nationally. Governors provide excellent support and challenge in a quest for ongoing improvement. The school is exceptionally well thought of in the local community. Governors know how good the quality of teaching is. They know the importance of thorough procedures to manage the performance of teachers and how these link to pay progression. They always ensure the pupil premium is used appropriately to make a significant difference to individual pupils, resulting in good or better progress. The governing body checks on the impact that funding has on pupils' progress in all subjects and has made a positive impact on the improvements made in many areas.

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

- The behaviour of pupils is outstanding. There is a calm, orderly approach to the beginning and end of the school day. Pupils' attitude to their work is exemplary and this makes a positive contribution to their outstanding progress. Activities in lessons capture pupils' interest and so they enjoy their lessons. Pupils are always engaged and this ensures that the pace of their learning is rapid.
- Pupils are proud of their school and of their achievements. This was demonstrated by a typical comment from an older pupil, 'I am proud of my achievements at this school and this makes me think I can do well when I leave school. This school has taught me about behaviour, safety and how to get on with other people.' Pupils agree that the school is helping them to improve their academic achievement, behaviour and social well-being.
- Pupils now about and follow the behaviour policy. Pupils are clear about what is and what is not acceptable behaviour on the playground and in class. Adults are excellent role models for pupils, particularly in relation to attitudes and manners. Playtime supervision is very effective as pupils feel very safe and they know that they have an adult to go to if they need any assistance.
- When asked what is special about the school, pupils who spoke to the inspectors say, 'Everyone is friendly and we enjoy coming to school. The teachers help us to do our work and to learn lots of interesting things.'
- The pupils are very polite and well mannered to one another, to staff and to visitors. They help and support one another well in the dining room, in class and outside on the playground. They reflect during lessons and are taught to listen to one another and to discuss their ideas sensibly to improve their own learning.
- Pupils are well behaved in and out of the classroom. The older pupils look after the younger pupils in the dining hall or on the playground and this develops their sense of responsibility. The school council ensures that pupils develop their skills in speaking, listening and valuing others' opinions. They also listen really well to one another in their class groups as they practise their basics skills or discuss issues that concern them.

Safety

- The school's work to keep pupils safe and secure is outstanding. There are many aspects of this work which are exemplary, for example, the individual plans and meetings which ensure that all staff have an overview of each pupil, to ensure that each one is kept safe and well.
- Pupils are well able to recognise the difference between bullying and falling out. They inform inspectors that bullying very rarely occurs and when it does, staff are vigilant. Pupils are very confident about approaching adults in school if they need help to resolve any issue. Aspects, such as learning about different types of bullying, are exceptionally well covered in assemblies and in lessons. Pupils learn about cyber-bullying and its effect on mental health issues in young people.
- The pupils always know how to ask for help from staff. Pupils work closely with different support staff, therapists or mentors to achieve the best that they possibly can. The school has various programmes to support pupils if they are underachieving. This work, for example in sports, music, drama, speaking and communication, is extremely effective. The pupils have the opportunities to learn about safety issues when taking part in disability sports.
- Attendance issues are addressed very quickly. Staff have regular contact with parents and this establishes excellent attendance at school. The school has effectively impressed upon parents the need for their children to attend school regularly and this has paid dividends. Pupils unanimously enjoy coming to school. They enjoy receiving awards and praise for good attendance and realise the need for good attendance.

- The school council and other initiatives ensure that staff listen regularly to pupils' views about matters such as safety.
- Pupils say they feel extremely safe and very well cared for in school. They are aware of safety issues in the sports hall, in the mini-bus, on their residential trips or visits to places such as Chester Zoo. They very much appreciate the wealth of support they receive when they have an issue in their life or are given help by staff.

The quality of teaching

is outstanding

- The impact of the quality of the teaching over time is outstanding. This is because activities provided for pupils build very clearly on what they already know and can meet pupils' varying needs and abilities exceptionally well.
- Expectations of what pupils are capable of achieving are exceptionally high in all key stages. For example, pupils are expected to solve mathematical problems and show the correct working out. They are moved on expertly as soon as they need more challenge. The teaching of mathematics is strong throughout the school because of well-matched provision, particularly for the most able and the higher functioning pupils with autistic spectrum disorders. Pupils are involved in relevant practical mathematical activities that engage and interest them so that they make rapid progress.
- Teaching of English has improved strongly, especially in writing when linked to other subjects, such as history. Work always meets the needs of the pupils and they are motivated and interested in their writing tasks because they find them fascinating. In addition, the quality of marking is strong across the different subjects or classes, meaning that pupils are clear about the next steps needed to improve their writing.
- The improvements in the teaching of the linking of letters and the sounds that they make (phonics) have had a positive impact on students' standards in reading across the school. The pupils, and particularly the most able students, are challenged with their reading tasks and enjoy the range of material on offer in the school.
- Learning support assistants are exceptionally well trained. They have the necessary skills to support pupils in English and mathematics fully. They are crucial in building very important relationships with students. They are also kept sufficiently well informed of what pupils are expected to learn and to help to promote rapid progress. Pupils appreciate the valuable input of the support staff, which enables most of them to make outstanding progress in both their academic and personal development.

The achievement of pupils

is outstanding

- The pupils achieve extremely well during their time at the school. Pupils often enter school with significantly below average attainment. Sometimes the education of some of the pupils has previously been disrupted over a period of time before arriving at Green Lane. Pupils' progress is outstanding overall in reading, writing and mathematics. All pupils spoken to during the inspection said that they thoroughly enjoy their lessons and thought that they were making significant progress at the school, thanks to the teachers' help and support.
- Pupils' efforts in lessons and in their individual work are helping them to make rapid progress and to compensate for any previous gaps in their learning. In a food technology lesson, for example, pupils were engaged and motivated to complete their tasks of making lunch or snacks for other pupils. Their efforts were recorded and pupils were given instant and accurate feedback about their achievements. That allowed them to quickly improve their work.
- Achievement in reading is outstanding. Pupils often talk about how they follow their own interests with their different books, comics or internet research work. All make significant progress with their reading skills as a result of very effective teaching and support. Pupils use the school library books effectively to extend their reading skills and to encourage a love of reading and enjoyment of books. Those who find reading difficult are well supported through individually tailored programmes to make rapid progress.
- Achievement in mathematics is excellent, especially when mathematics is practised in other subjects. Pupils solve mathematical problems, such as gathering the relevant information independently, and learn to work together well by discussing the different ways to accomplish a set task.
- By the end of Year 11, students' attainment is usually below average. However, all pupils make at least good and very often outstanding progress. All pupils leave with some qualifications. These are often at the lower end of the GCSE grade scale, or Functional Skills at Entry Level 1, 2 or 3. Most pupils now go on to further education in the sixth form. This reflects the determination of the school's leaders and managers

to ensure that pupils succeed at the next stage of their education.

- Those pupils who enter the school at various times during the school year make at least good progress.
- At Green Lane there is very little difference between the performances of different groups of pupils... The number of pupils in each group is so small that an analysis of their comparative performance does not generate meaningful statistics. However, inspection evidence, along with pupils' work, confirms that all groups of pupils are making at least good progress and often outstanding progress. For example, the disadvantaged and the non-disadvantaged pupils achieve equally well.
- The most able pupils make excellent progress, as their work often provides an extra level of challenge so that pupils are stretched and achieve their full potential in all subject areas and particularly in English and mathematics.

The early years provision

is outstanding

- The children start in the Reception class with skills that are significantly below those typically seen in children of this age. Children make outstanding progress during their time in the early years because they are very well supported, as they start to acquire literacy and numeracy skills. When they leave the Reception Year, they are very well prepared for their next stage of learning in Year 1.
- Teaching is very well organised and provides a calm atmosphere, so children feel safe and secure. Relationships are very positive and conducive to outstanding progress for all the children. Teaching ensures that learning is very enjoyable and that the activities provided meet children's varying needs and abilities. For example, they enjoy learning about the letters and the sounds that they make, dressing up in the role play area, or searching for items in the sand tray. Some children investigate early writing skills through mark-making with a variety of textures. Children are fascinated to learn about the life of a baby and remember facts from the previous lesson.
- There is a very strong and effective emphasis placed on developing children's social skills and their readiness for learning before they enter Year 1. Children clear up after themselves and confidently make their own decisions about what they want to play with next. They follow instructions from adults carefully and behave very well indeed. The outdoor provision, however, does not always provide children with opportunities to develop all their skills, as this provision is still at an early stage of development.
- Good leadership and management ensure that provision in the early years is very strong. The staff ensure that safety procedures are thorough and that the partnerships with parents are extremely effective. The use of their children's records of achievement with home/school links are a particularly useful way of sharing information. Parents agree that the early years provision is helping their children achieve excellent outcomes.
- The school works actively to involve the pre-school settings in transition programmes. There are strong relationships with these providers and this helps children to settle into their new school with ease.

The sixth form provision

is outstanding

- The sixth form re-located in March 2014 into the new Woolston Sixth Form building. It is very clear from inspection evidence and by looking at students' work that students are making outstanding progress. This is building on the firm foundations that have been established in earlier key stages in the school. Other students who start in the sixth form from other settings are also making good progress. The school's data relating to students' progress is used consistently by all staff, especially to ensure students' best possible progress.
- The arrangements for transition into the sixth form ensure that students settle quickly. The staff have worked successfully to ensure that all students are well prepared for the sixth form and provision ensures outstanding achievement.
- Students further develop their personal skills at a rapid rate, especially in their Willow Green Café which is on site. They use and apply their skills in a wide range of situations, such as cooking meals, shopping, working in shops, disabled sports and helping other people with special educational needs. They are particularly proud of their office, hospitality, catering and caretaking courses.
- Students' attitudes and behaviour are exemplary. They always try their very best to meet the high expectations of all staff. The students are proud to be involved in the Duke of Edinburgh Award Scheme.
- Teaching is outstanding as the staff encourage students to express their views confidently, explore choices, to reflect, ask questions, and answer in a sensible way. Students are proud of their catering

facilities, which they use to help them gain their Life and Living Skills qualification at Entry level 2 or 3.

- The arrangements to prepare students for their move to post-19 provision are being developed. Students experience the world of work in areas such as office duties with photocopying and answering the telephone, or as a teaching assistant, or in catering or hospitality tasks. This extends their basic skills and raises their self confidence.
- Sixth form provision is led and managed well by a knowledgeable senior leader. Students feel safe and safety and welfare requirements are met. As a result, students are settled, secure and confident. Teamwork is a considerable strength and has a significant impact on students' outstanding achievement. A typical comment from students was, 'We like the café as we have a go at cooking our own food in the kitchen. We are learning to prepare food for other students and our visitors.'

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	111495
Local authority	Warrington
Inspection number	448159

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	4–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	140
Of which, number on roll in sixth form	14
Appropriate authority	The governing body
Chair	Tony Cosgrove
Headteacher	Paul King
Date of previous school inspection	19 October 2009
Telephone number	01925 811617
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