

# Green Lane Infant School

Spinney Hill Road, Leicester LE5 3GG

**Inspection dates** 26–27 January 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has established a welcoming and highly inclusive school environment where everyone's contribution is valued.
- The headteacher is fully supported by a strong leadership team whose members have been successful in improving pupils' outcomes. They have a clear understanding of the strengths and weaknesses of the school.
- Children get off to a good start in the nursery. They settle quickly because the staff have established clear routines. Children are taught effectively and are well cared for.
- Teaching is good because teachers plan interesting lessons and use stimulating resources. As a result, pupils enjoy school and make good progress over time.
- The interesting range of subjects has been carefully designed to meet the needs of all pupils.
- Disadvantaged pupils, disabled pupils and those with special educational needs make good progress. Staff provide specific learning opportunities that meet their needs.
- Pupils behave well. They are respectful and courteous towards each other and to adults. As a result, the school is a calm, orderly and pleasant place in which to play and learn.
- Relationships between staff, governors, pupils and parents are a strength of this school.

### It is not yet an outstanding school because

- Not enough pupils make better than expected progress in reading, writing and mathematics by the end of Year 2.
- Leaders and governors are not sufficiently rigorous in tracking the impact of all aspects of the spending of pupil premium funding.
- Occasionally, when pupils are not attentive, this goes unchecked by the teacher. When this happens, the progress of learning slows.
- The school's development planning process is not sufficiently detailed for governors to hold leaders fully to account.
- Leaders do not always check quickly enough that agreed improvements to teachers' practice are being consistently applied across the school.

## Full report

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

- Improve the quality of leadership and management by ensuring that:
  - the school development plan covers all aspects of the school's performance and includes appropriate timescales and measurable outcomes so that governors can hold school leaders to account even more robustly
  - the findings of leaders' monitoring of teaching are more rigorously followed up, so that areas identified for improvement are addressed consistently and swiftly
  - leaders and governors check the impact of all areas of pupil premium spending on improving the progress of disadvantaged pupils.
- Improve teaching and learning by ensuring that teachers:
  - regularly check pupils' understanding during lessons and make adjustments to their teaching so that all pupils make rapid progress
  - address instances of pupil inattention
  - always expect pupils to present their work neatly and to complete it to the best of their ability.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher has created a culture where everyone is valued and cared for. The inclusive ethos runs like an invisible thread throughout the school. It is followed and enjoyed by the staff and pupils alike. As a result, the vast majority of parents speak highly of the school. Comments such as, 'The teachers make us feel welcome and we love coming into school', and, 'I am very, very happy with the school, my child loves it', were typical of the views expressed to inspectors.
- Senior leaders are given time to fulfil their roles effectively. They monitor pupils' outcomes and the provision throughout the school. As a result, they have an accurate view of the strengths and weaknesses of their area of responsibility.
- Where weaknesses in teaching are identified, the headteacher makes sure that staff have the appropriate training, coaching and support to bring about the improvements that are required. The leadership team makes sure that these improvements are firmly established by observing teaching and checking pupils' books for themselves.
- School leaders have implemented an interesting range of subjects, which meet the needs of the pupils at the school. There is a thorough approach to teaching basic skills in reading, writing and mathematics. This is enriched with regular trips, visitors to school and exciting-sounding topics such as 'Beasties, beetles and bugs' and 'Frozen'. This is further enhanced by the facilities pupils have access to on the school grounds. For example, there is a bicycle track, an adventure trail, sheltered areas to read and chat with friends, and raised beds for all pupils to grow flowers and vegetables. There is a shed housing a large sandpit called 'The Beach', and a ball pit where pupils have fun as they develop their sensory and motor skills.
- There is an artist in residence who works with pupils across the school. The art work that is completed with the pupils is displayed proudly for all to see, providing an interesting and original display in the school corridor.
- Parents are made to feel welcome and regular opportunities are created for parents to come into school to learn alongside their children. During the inspection, 54 parents joined their children to listen to a story in the early years. Also, there were well-attended sessions for parents to improve their own English and for them to learn more about reading with their child at home.
- During the summer months, parents make use of the school grounds after school. Some even bring a picnic, while their children have fun using the bicycle trail or engaging in other activities before they leave.
- The management of staff performance is effective. Staff benefit from well-considered training that is designed to improve the quality of teachers' practice.
- The pupil premium funding is used to support disadvantaged pupils to make good progress. The progress of these pupils is carefully tracked to make sure they have the interventions they need. However, leaders and governors have not been sharp enough in making sure that all the funding is put to best use for those pupils entitled to it.
- Additional government funding for primary school sport is used well to provide opportunities for pupils to take part in new sports, such as curling. A gymnastics coach has been employed through the grant who has not only taught the pupils, but has led staff meetings and has worked alongside teachers to improve their skills in teaching this subject.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. There is a strong sense of the community being welcomed into the school and pupils are respectful of each other. Pupils have the chance to visit the theatre. They have raised funds for BBC Children in Need. Opportunities to learn about different faiths and cultures are provided across all subjects. Displays in the classrooms and around school, such as those entitled 'Going for goals' and 'We are all in this together', encourage pupils to have high aspirations and to support each other.
- Fundamental British values are promoted well. There is a school council whose members are democratically elected. The local Member of Parliament has visited the school to talk to the pupils about his work. Opportunities are provided within subjects for pupils to discuss their opinions and learn to respect each other's ideas.
- The headteacher engages well with external agencies and has forged good relationships with parents in order to make sure pupils are supported and kept safe.

- The leadership team does not plan for improvements in all areas of school life in sufficient detail. This means that governors are not able to hold leaders to account fully for all aspects of their work.
- **The governance of the school**
  - The governing body has recently reconstituted. The Chair of the Governing Body is also Chair of the Governing Body at the neighbouring junior school. Several governors are on the board at both schools, including the two headteachers. As a result, there are strong links between the two schools.
  - Governors are highly ambitious for the pupils. They are aware of the improvements that have been made in teaching and learning and they know about the progress that pupils are making.
  - Minutes of meetings show that governors ask challenging questions of the headteacher and leadership team. A few governors, including the Chair of the Governing Body, visit the school regularly. However, their drive to hold school leaders to account would be strengthened if more governors visited the school to see it in action for themselves.
  - Governors check that performance management has been appropriately carried out, and they are not afraid to withhold a pay rise if they do not think a teacher's performance has been good enough.
- The arrangements for safeguarding are effective. All staff receive appropriate training and they know how to report a concern if one arises. When it is necessary, the headteacher liaises with external agencies to make sure that pupils are safe and that they receive the additional support they need. The headteacher has recently introduced an electronic system for recording concerns about safeguarding and vulnerable pupils.

### Quality of teaching, learning and assessment is good

- Teachers plan lessons that are highly engaging for pupils. They set work at the correct level to match the different abilities of the pupils. Teachers' clear explanations mean that pupils understand what they are learning and they know what they have to do to complete a task successfully.
- Teachers' subject knowledge is good. In one lesson, pupils were able to find lines of symmetry because they understood the teacher's clear explanation and they had been taught how to use the rulers and mirrors to complete this task properly.
- Teachers make sure that pupils understand the vocabulary that is being used in lessons, such as 'similar' or 'waterfall'. This means pupils' grasp of the English language is developed at every opportunity throughout the school day.
- Where weaknesses in teaching have been identified by the headteacher, she has made sure that staff have the appropriate training, coaching and support to improve their practice. As a result, the quality of teaching throughout the school is good.
- Teachers make sure that pupils have real-life opportunities to stimulate their learning. For example, a visit to Swithland Woods was arranged for pupils to immerse their senses in the sights, smells and sounds of the woods before they began their writing.
- Teachers promote writing skills well. They systematically teach grammar, punctuation and spelling. Teachers give clear explanations about different types of writing and there are structured opportunities for pupils to write at length, including in their topic and science work. As a result, pupils make good progress in their writing over time.
- Phonics (the link between sounds and letters) is well taught. Pupils who are still at the very early stages of learning to speak English are supported well to make the first steps in phonics acquisition alongside their classmates. For example, in one lesson the teaching assistant skilfully translated the first part of the lesson, where all the pupils were learning to read and write words containing 'lk', such as 'silk'. She supported a small group of pupils in two languages so that these pupils could fully participate in this part of the lesson. When the learning moved on for other pupils, the teaching assistant appropriately supported the pupils to practise reading and writing simple, common words such as 'you'.
- The leadership team has focused on improving the teaching of mathematics over the past year. Aligned with this, new resources have been provided for each classroom. As a result, the teaching of mathematics, and in particular the effective use of resources to support pupils' learning, are now strengths across the school.
- Pupils' mathematics books show that they are given opportunities to apply the skills they have been learning to problem-solving situations.

- Occasionally, teachers do not spot quickly enough when pupils are ready to move on with their learning or when they are stuck or when they are not giving their learning their full attention. When this happens, the pace of learning slows and these pupils do not make as much progress as they should.
- Leaders had not checked whether a new initiative to give feedback to pupils to help them improve their work was being applied consistently. Consequently, they were unaware that it was not being fully implemented by all staff.
- Most pupils' books are neatly presented. However, this is not consistent across the school. In a few classes, good presentation is not being insisted upon. Consequently, these pupils are not producing the high standard of work of which they are capable.
- Homework is used well to give pupils the opportunity to continue their learning outside school. The school provides stationery for pupils to use to make sure all pupils can participate in the varied activities that teachers give them to do at home.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have positive attitudes to their work. They engage well with the learning activities that teachers provide. Pupils say that they like learning new things. However, pupils' books show that they do not all take enough pride in their work as it is occasionally not well presented.
- Pupils persevere for quite lengthy periods of time when they are given a high level of challenge. For example, a group of pupils was observed using short and long straws with blobs of clay to make three-dimensional shapes. They were able to sustain concentration and work on their own, but they also willingly helped each other when they saw a classmate in need of an extra pair of hands.
- Pupils say they feel safe in school. They are taught how to keep themselves safe, for example, when crossing the road. Pupils speak knowledgeably about online safety, including the importance of telling an adult if they see something that is not appropriate.
- Pupils enjoy taking responsibility around school, for example, by helping in the hall at lunchtime.
- Pupils' spiritual, moral, social and cultural development is nurtured well. Opportunities to learn about and celebrate each other's faiths are well established and enjoyed by staff and pupils. Strong links have been forged so that pupils from Green Lane can visit a school in Leicestershire and its neighbouring church to learn about Christianity, and pupils have made a return visit to celebrate Diwali at Green Lane.
- Relationships between staff and pupils, and between pupils and their peers, are strong. There is a real sense in the school that everyone cares for each other.

### Behaviour

- The behaviour of pupils is good.
- Teachers have established clear routines and, as a result, pupils know what is expected of them and they are polite to each other, to staff and to visitors.
- Pupils move around school in an orderly way, holding doors open for each other and remembering to say 'thank you' without having to be prompted by an adult.
- Pupils say that behaviour is good almost all of the time and they trust the adults in school to deal with it when it is not. They understand what bullying is and what to do if it happens. They are respectful of each other. One pupil told the inspector, 'It doesn't matter what religion you are, we are all friends here'.
- On the playground, behaviour is good. There is a wide variety of activities for pupils to choose from, such as a large covered sandpit, an adventure play area, space to play with balls, quiet areas to sit with friends, and space to run around in. Pupils respond quickly at the end of playtime, tidying up the equipment and lining up to go back to class sensibly.
- Attendance has risen steadily over recent years and it is now almost in line with national averages. School leaders have successfully introduced rewards for good attendance, such as the attendance cup. They follow up absences tenaciously and have close links with the education welfare service for when attendance falls below expectations.

- Occasionally, pupils do not pay full attention when the teacher is talking, sometimes whispering together or turning away.

## Outcomes for pupils

are good

- Pupils make good progress from their starting points so that by the time they leave Green Lane Infant School, they are well placed to start at junior school.
- Although outcomes at the end of Year 2 do not match national averages, there was an upturn in the proportion of pupils attaining the expected level in reading, writing and mathematics at the end of 2015.
- The proportion of the most-able pupils attaining the higher level in writing increased markedly in 2015, so that it is now almost in line with the national average.
- The school's assessment systems show that current pupils are making good progress in reading, writing and mathematics. At least one in four pupils are making accelerated progress in Year 2 in reading, writing and mathematics. There is a similar picture for pupils in Year 1, but with slightly fewer pupils making accelerated progress at this stage of the year.
- Disadvantaged pupils make good progress from their starting points. In 2015, disadvantaged pupils' achievement in writing is broadly in line with that of their peers. In reading and mathematics, the proportion of disadvantaged pupils reaching the expected levels in reading and mathematics was higher than for other pupils in school. Similarly, more disadvantaged pupils achieved the higher levels in mathematics than other pupils in the school.
- Disabled pupils and those with special educational needs are making similar progress to their classmates. This is because the leader with responsibility for these pupils carefully tracks their progress and makes sure that they have the specific provision they need.
- School leaders identified that there was a dip in performance in 2015 for phonics attainment. Improvements in the teaching of phonics have been implemented and early indications show that this dip will be reversed by the end of 2016.

## Early years provision

is good

- Most children start Nursery with skills that are typically well below those expected of children their age.
- The early years provision is well led. The leader has a clear understanding of her role and her responsibilities. Senior leaders carefully monitor the progress that all children make. She communicates well with the early years staff team to make sure that they all know the next steps for the children's development.
- The Nursery and Reception classrooms provide a stimulating environment for children to learn effectively. The areas are well resourced and children have good access to learning both indoors and outdoors. As a result, children are highly motivated and engaged in their learning right from an early age.
- Adults use questioning to develop children's use of language well. They have high expectations of what the children can achieve and make strong links at the start of each lesson with children's previous learning. Because of this, children make good progress from their starting points.
- Adults model language well. They echo the phrases children are saying in correct English, and bilingual staff make sure that children who are new to speaking English can take part in the learning alongside their classmates.
- Teachers provide opportunities for both child-led and adult-led activities. They guide children well to use their emerging phonics knowledge to write simple sentences such as, 'He is sad'. The children experience success in these early stages of writing because the adults are highly skilled at stepping back when children are ready to be independent.
- Parents speak highly of the good start their children make in Nursery. They are welcome to come in to help settle their children at the start of the sessions.
- The children behave well. Adults promote children's good behaviour with gentle but timely reminders about listening when an adult is talking. They make sure children have interesting activities to engage them throughout the day. Adults encourage children to share. As a result, they take turns and share toys fairly. For example, when one child wanted a toy, another was heard to say, 'You have it first'.

- There is a strong thread of rapid English language acquisition throughout the school that begins in the early years. This is evident in all lessons and throughout the day. This constant, steady promotion of English means that children are in a much stronger position to start Year 1. Pupils help each other when the English language is new. For example, pupils playing with the small-world jungle were helping each other to name the animals correctly in English.

## School details

<b>Unique reference number</b>	120007
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10010879

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	366
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Minesh Chauhan
<b>Headteacher</b>	Trudy Lower
<b>Telephone number</b>	0116 2627050
<b>Website</b>	<a href="http://www.greenlaneinfantschool.co.uk">www.greenlaneinfantschool.co.uk</a>
<b>Email address</b>	<a href="mailto:office@greenlane.leicester.sch.uk">office@greenlane.leicester.sch.uk</a>
<b>Date of previous inspection</b>	28–29 June 2011

## Information about this school

- This school is larger than the average-sized infant and nursery school.
- The vast majority of pupils currently attending the school are from minority ethnic groups.
- Almost all pupils speak English as an additional language.
- The proportion of pupils who are eligible for support through pupil premium funding is below average. Pupil premium funding is additional government funding provided to support and improve outcomes for pupils who are eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and pupils with special educational needs is below average.
- The early years provision comprises two Nursery classes, which children attend part time and four Reception classes, which pupils attend full time.



## Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, one of which was jointly observed with the headteacher.
- The lead inspector visited all classrooms with the headteacher to see short periods of learning taking place.
- Inspectors looked at pupils' books with the headteacher and deputy headteacher.
- Inspectors listened to pupils read, talked to groups of pupils about their work and observed them at playtime.
- Inspectors spoke to the Chair of the Governing Body and other governors. They also spoke with representatives from the local authority, including a member of the early years support team and the link teacher for pupils with social, emotional and mental health difficulties.
- Inspectors held meetings with the headteacher and senior and middle leaders.
- Inspectors took account of the views of parents from the online survey, Parent View. Inspectors also considered the school's most recent parental survey. There were 21 returns from the staff questionnaire taken into account, and inspectors spoke to staff during the school day. Inspectors also spoke to parents as they brought their children to school on both mornings of the inspection.
- Inspectors looked at a range of documentation, including those relating to safeguarding, minutes of governors' meetings, the school's self-evaluation and development plans, the most recent pupils' assessment information and documents relating to teachers' performance management.

## Inspection team

Di Mullan, lead inspector	Her Majesty's Inspector
Karen Lewis	Ofsted Inspector
Linda Lyn-Cook	Ofsted Inspector
Victor Wilkinson	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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