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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
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12 February 2021

Christine Fraser
Headteacher
The Jane Lane School, A College for Cognition and Learning
Churchill Road
Walsall
West Midlands
WS2 0JH

Dear Mrs Fraser

Additional, remote monitoring inspection of The Jane Lane School, A College for Cognition and Learning

Following my remote inspection with Peter Humphries, Her Majesty's Inspector (HMI), of your school on 27 and 28 January 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require special measures.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school was judged to require special measures at its previous section 5 inspection. The school's most recent section 5 inspection took place in November 2018.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Context

- Since the last inspection, the structure of the leadership team has been reviewed. The deputy headteacher has left and has been replaced by the previous assistant headteacher. Two assistant headteachers have been appointed. One of them is currently on maternity leave. An acting assistant headteacher is covering this position. Three middle leader posts have been created and staff appointed to them.
- A small number of pupils had to work from home during the autumn term 2020.
- At the time of this inspection, most pupils are being educated at home. All pupils on roll at the school are pupils with special educational needs and/or disabilities. Most of the pupils with the highest need are being educated on site.
- No staff were absent due to COVID-19 at the time of this inspection.

Main findings

- In the autumn term 2020, most pupils were attending school and following their usual curriculum. The small number who were not in school were given work packs. These packs provided pupils with the same work that their classmates were doing in school. This term, the number of pupils being educated at home has significantly increased. Leaders were quick to address this change. As a result, the actions that leaders have taken mean that all pupils are being provided with an appropriate education in the current circumstances.
- All pupils continue to study a wide range of subjects. However, pupils receiving education in school are currently not being taught information and communication technology or food technology. Staff are adapting their lessons to make sure that pupils working at home can access their usual work. For example, teachers in the complex needs base are adapting assessment tasks in the ASDAN course so that pupils can complete these at home.
- Subject leaders have been reviewing the sequencing of the curriculum in the subject for which they have responsibility. In mathematics for example, leaders have thought carefully about the skills and knowledge pupils will need when they leave school. They have planned the curriculum across year groups to make sure that these skills and knowledge are developed over time.
- In the autumn term, teachers' checks found that pupils needed extra help with their reading. As a result, leaders made reading a priority. All staff were trained in the delivery of phonics. The library was revamped. Pupils read every day and extra help is given to those who need it. This term, pupils had

phonics activities in their work packs to practise at home. Pupils are practising sounds that they have already been taught in school. So far this term, they have not been taught any new phonic sounds. To address this, teachers have developed pre-recorded phonics lessons that are available to pupils. Leaders are considering offering 'live' phonics lessons in the future.

- Staff have provided effective careers information and guidance to all Year 11 pupils. Consequently, pupils have an appropriate post-16 education or training and employment provision identified. Pupils value this support and feel well prepared for the next stage in their education.
- Staff know their pupils well. Parents and pupils value the support they get from the school. Leaders are making sure that all pupils continue to access support from external agencies when they need it. For example, the educational psychologist meets with children and their families through online video platforms. Speech and language therapy continues for targeted pupils. The school, supported by the local authority attendance officer, carries out regular safe and well checks. Leaders encourage and support pupils with the highest level of need to return to school. Consequently, the number of pupils educated on site is increasing over time.
- The interim executive board (IEB) checks leaders' work and meets with them regularly. Remote education is a standard agenda item for their meetings. Members of the board hold leaders to account for the quality of work that pupils are receiving in school and at home. This challenge has helped to ensure that all pupils are receiving suitable education during periods of national restrictions.

Evidence

This inspection was conducted remotely. We held meetings with the headteacher, other senior leaders, pupils, staff, parents, representatives of the IEB and a representative of the local authority, to discuss leaders' actions to provide education to all pupils during a national lockdown. We also looked at a sample of pre-recorded lessons.

I am copying this letter to the chair of the IEB, the regional schools commissioner and the director of children's services for Walsall. This letter will be published on the Ofsted website.

Yours sincerely

Lesley Yates
Her Majesty's Inspector