

INSPECTION REPORT

JANE LANE SCHOOL

Walsall

LEA area: Walsall

Unique reference number: 104271

Headteacher: Heather Lomas

Lead inspector: Michael McDowell
Dates of inspection: 23rd – 26th May 2005

Inspection number: 268582
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	4 to 19 years
Gender of pupils:	Mixed
Number on roll;	129
School address:	Churchill Road Bentley Walsall West Midlands
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Brian Powell
Date of previous inspection:	15th March 1999

CHARACTERISTICS OF THE SCHOOL

Jane Lane is a community special school in Walsall for pupils and students aged between 4 and 19 who have statements of special educational need because of their learning difficulties. There are, presently, 95 boys and 34 girls on roll. Because of their special educational needs, attainment on entry is well below average. Most pupils and students come from Walsall, but a small number are from neighbouring authorities. The majority of pupils are white and British but a minority are from British Asian families. There are also a few who have Caribbean heritage. A very small number of pupils are from refugee families who are seeking asylum. In a small minority of instances, English is not the language chiefly spoken at home, but these pupils are well on the way to acquiring it.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1405	Michael McDowell	Lead inspector	Special educational needs, geography, history, religious education
12536	Sylvia Bullerwell	Lay inspector	
10781	Bob Thompson	Team inspector	English as an additional language, science, information and communication technology, design and technology
10782	Henry Moreton	Team inspector	Mathematics, art and design, music, physical education
16930	Jeff Plumb	Team inspector	English, citizenship, modern foreign language, personal, social and health education, Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is very good. It provides education of very good quality. Teaching is very good and the curriculum is carefully adapted so that pupil's individual needs are fully met. Achievement, as a consequence, is very good. The school is very well led and managed and it provides very good value for money.

The school's main strengths and weaknesses are:

- The quality of teaching and learning are very good and lead to pupils achieving very well.
- Pupils develop a high degree of self-confidence and come to believe in themselves as successful learners.
- Excellent relationships between pupils and adults lead to a very happy productive learning climate.
- Leadership is very effective and has led to very good and continuing improvement.
- The school has established very good relationships with parents and its local community.
- The science room is too small and has insufficient room to accommodate a full group. The post-16 group is based in a temporary classroom that lacks facilities to fully promote independence.

There has been very good progress since the last inspection. Learning is strongly enhanced by the high quality of teaching and the excellent relationships that prevail between pupils and those who teach and support them. Only the limitations of the accommodation for older pupils and for students in the post-16 class present any barrier to further broadening and deepening learning. The issues from the last inspection have been successfully addressed. Teachers' planning is now very good and helps to ensure that pupils continually build upon their previous learning. The performance of pupils and students is now rigorously and accurately assessed and teachers make very good use of assessment to match the work they set to the capabilities of pupils. Management of the curriculum and of each subject is now very good. The school now complies fully with the Code of Practice for identifying, assessing, and meeting special educational needs.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	Very Good	Very Good
Year 6	Very Good	Very Good
Year 9	Very Good	Very Good
Year 11	Very good	Very Good
Year 13	Very Good	Very Good

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Achievement is very good. Children in the Foundation Stage make very swift progress towards the goals that they are expected to reach by the end of the reception class. By the end of both Year 2 and Year 6, pupils have achieved very well. They have become confident learners whose speaking and listening skills are very good. They achieve well in literacy and numeracy and very well in science, information and communications technology (ICT), geography, history, personal social and health education, (PSHCE), and religious education. By Year 9, achievement continues to be good in English and mathematics and very good in science, ICT, history, geography, religious education and PSHCE. Achievement in English, by Year 11, is good, and in mathematics it is very good. There is also very good achievement in science, ICT, religious education and PSHCE. Achievement in work-related learning is very good. Pupils by Year 11 achieve much more than expected. This is demonstrated by the success that they gain in externally accredited courses, including the General Certificate of Secondary Education at Foundation Level. Last year, and in

previous years, pupils from Jane Lane School achieved significantly better results than most of those attending similar schools elsewhere. Students in the post-16 class achieve very well. By the end of Year 13 they have all gained the ASDAN Youth Award and made very significant progress in developing their independent living skills and self-confidence. The school sets challenging performance targets. In 2004 it met, or exceeded, these targets and pupils reach the individual learning goals that are specified when their statements of special educational need are reviewed. **Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Children in the Foundation Stage make very good progress towards their learning goals in personal, social and educational development. The attitudes and behaviour of pupils in Years 2 to 6 are excellent and those of pupils in Years 7 to 11 and of students in the post-16 class are very good. There were no permanent exclusions in the past twelve months. Attendance is satisfactory. Pupils and students enjoy coming to school. Most are keen to attend but, despite the school's efforts, there are one or two poor attenders. Because the school roll is relatively small, these absences have a disproportionate negative effect on the overall attendance figures when these are expressed as percentages.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is very good across the age range. Assessment is very good. Teachers know their subjects and their pupils very well. They are both skilful and very successful at engaging pupils and students in learning so that lessons become enjoyable and very productive experiences. The development of positive learning skills is emphasised. Pupils are encouraged to think for themselves and to express their opinions appropriately. They do this faultlessly in the primary classes and very well in Years 7 to 13. Learning is, as a consequence, very good. The curriculum is good and very strongly enhanced by opportunities for learning beyond the classroom. It is carefully adapted so as to meet the individual learning needs of pupils very well. The accommodation is satisfactory although the science room is too small to accommodate full groups and the post-16 class is housed in a temporary, portable building that is not fully fit for this purpose. Provision for the care, safety and welfare of pupils is very good. Pupils have excellent trusting relationships with those who teach and support them. Their achievements and personal development are very closely monitored and they are given very good support and guidance. The views of pupils and students are sought and the school acts on these. Partnership with parents is very good and the school has excellent links with its local community. It has very good links with other local schools and colleges that benefit the pupils. Inclusion is excellent.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Governance is good. The governors are aware of the school's strengths and weaknesses and are supportive. They ensure that statutory requirements are met. The leadership of the head teacher is very good. She has set the educational direction the school must follow very clearly. The school has improved very well since the last inspection largely through her keen understanding of the priorities for development. Others, within the school, with particular responsibilities and leadership roles carry these out very well. Management is very effective.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a positive view of the school and rate it very highly. Pupils and students believe the school is excellent and say that it helps them and that they very much like coming to school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Provide a science room of sufficient size and a suitably equipped, permanent, suite of rooms to better accommodate the post-16 group.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good. Pupils and students across the age range, and of all levels of capability, achieve much more than expected.

Main strengths and weaknesses

- The school sets challenging targets for both overall and individual pupil performance and is successful in meeting these.
- Pupils get off to a very good start in the classes for the youngest pupils. They are helped to believe in themselves, to become confident learners and to expect and achieve success.
- Pupils in secondary classes and post-16 students retain a confident approach to learning and are very successful in the externally accredited courses that they follow.
- Achievement is very much improved since the school was last inspected.

Commentary

1. For 2005 and 2006, the school has set challenging targets for overall performance by the end of Years 6, 9 and 11. At each of these stages, the target set in English, mathematics and science is well in excess of the level of attainment achieved nationally, by pupils in similar schools in 2004. The school successfully met the performance targets it set for this year and in science and mathematics, comfortably exceeded them. From Year 2 to Year 9, the results of Standard Assessment Tests (SATs), and teacher assessments, show that pupils across the age range, whatever their level of capability, continue to make gains in their knowledge, skills and understanding in each of the subjects where assessments are made. The rate of these gains is very good, and the levels ultimately reached are significantly higher than those reported in schools for pupils with similar special educational needs. Because of their very good achievement, all pupils in Year 11 are entered for externally accredited courses. Presently, such courses are offered in eight subjects. In science, mathematics, and ICT, GCSE courses are offered. In 2004, fifty per cent of pupils in Year 11 achieved one or more A to G grade GCSE passes; the national average for this, in similar schools, is thirty per cent.
2. Very few enter the school in the Foundation Stage, but those that do have their learning needs met very well within a class of Year 1 and Year 2. All of these children are at an early stage of learning but they make very good gains towards the goals they should reach by the end of the reception year. By Year 6, pupils who have all been successfully encouraged to become as independent as possible have rapidly developed the skills that will make it possible for them to be effective learners throughout their school career. Very good use of a suitable assessment scale enables teachers to note and record the progress of their pupils in subjects across the curriculum and in PSHCE. From observation, it is clear that pupils are contented and confident and records show that overall, pupils achieve very well. Achievement in literacy and numeracy is good. Speaking and listening is very good and is a strength that underpins learning in all subjects. Reading and writing develop well. In science, ICT, history, geography, religious education, and PSHCE, achievement is very good.
3. The high degree of self-esteem with which their experiences in the primary phase have equipped them, stays with the pupils when they move into the secondary classes. They soon become used to being taught by a wider range of teachers and they continue to exceed expectations in their overall performance. In Years 10 and 11, for example, achievement in mathematics accelerates as pupils profit from the structure and clear requirements of the examination courses that they follow. Those who elect to stay on in the post-16 class, or who join it from other schools, also achieve very well. They undertake the ASDAN Youth Award

course at Bronze, Silver or Gold Level which collates and accredits their continuing work in numeracy and literacy, aspects of science, religious education, physical education and the arts. Records show that they achieve very well in relation to their capability.

- Achievement has improved very significantly since the last inspection. Pupils then, had a disjointed experience of learning. What was gained in the classes for younger pupils was not taken fully into consideration and built on in Years 7, 8 and 9, so that, for some pupils, progress stalled and less was achieved than should have been. Pupils and students had very few opportunities to have their achievements in learning accredited by examinations. All of these negative factors, that limited achievement, have been dealt with very successfully. Pupils and students now benefit greatly from carefully planned programmes within subjects that make sure that what is learned builds effectively on what has gone before.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Pupils' personal development including their spiritual, moral, social and cultural development is very good. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils' very good attitudes to learning help them to achieve very well.
- Behaviour is very good in lessons and around the school.
- There are many opportunities for pupils to develop a sense of responsibility.
- The school prepares pupils very well to be caring citizens.
- There has been good improvement since the last inspection.

Commentary

- Pupils are happy and enthusiastic at school. From an early age they settle into school routines very quickly and enjoy the activities. Because the work in lessons is very well matched to their needs, they are very interested in what is going on at school and want to learn. This interest and involvement in and out of lessons is maintained throughout the school and is common to pupils with different learning abilities. Pupils try very hard and teachers and teaching assistants, with whom they have excellent relationships, support their concentration, so that they focus on the tasks in hand. Staff provide very good role models for the pupils and, through a 'buddy' system, older pupils help younger ones. There is an appreciation of the importance of learning throughout the school. This starts in the early years and develops consistently through to the older students.
- All pupils respond very well to what the school offers them. As they get older they show increasing confidence and maturity. Through the school council pupils give their views about what happens in school. They clearly care about their school and its community. Pupils learn that their opinion matters and is valued highly. Their self-esteem is boosted when staff help them to evaluate how successful they have been, and because of this they become more confident at challenging themselves further. Excellent relationships underpin the school's strategies for promoting good behaviour. These strategies are very successful and pupils behave very well because they want to and not because they have to. Pupils' behaviour is managed consistently by a 'traffic light' system and the outcomes of this are recorded and analysed. Pupils with particular difficulties in managing their own behaviour are helped, with great success, by appropriate individual behaviour programmes. Pupils respect the school buildings and equipment and take pride in their environment. There were no concerns raised about bullying by either the pupils or their parents and the school has a well developed policy to deal with oppressive behaviour, including bullying, racism or sexism should it arise.
- Provision for pupils' personal development is an integral part of the curriculum. Through music and art they learn to appreciate other cultures. The school has a multi-cultural outlook and

expresses this through celebrations and events. Pupils learn about other faiths through visits and visitors, as well as through the religious education lessons. They are encouraged to think about those less fortunate than themselves, as in their fundraising to contribute to the building of a new school in Indonesia following the Tsunami. There is strong involvement by pupils in their local community, including links with several local schools and colleges. They take part in residential activities with other schools and enjoy gaining experiences of the world of work through sampling different activities. Older students work as part of business enterprise teams. This helps them to learn about financial management. There is a very well established Duke of Edinburgh Award Scheme that has beneficial effects for the older pupils, some of whom achieve the highest (Gold) award; no mean feat. Within lessons in all subjects, teachers provide interesting experiences and foster curiosity. Pupils are encouraged to think about their own lives and beliefs and those of others. Acts of worship and assemblies are uplifting and promote very strongly a feeling of community and shared values. Pupils are always encouraged to think of others and to act in helpful rather than harmful ways. They take these messages to heart. From time to time they gently correct the behaviour of their peers, and most are eager to help or serve whenever they can. They know very well, in a way that pupils did not when the school was last inspected, the difference between right and wrong.

Attendance

Attendance in the latest complete reporting year (%) 2003/2004

Authorised absence		Unauthorised absence	
School data:	7.5%	School data :	1.1%
National data:	8.3%	National data:	1.6%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. Attendance last year was almost 91 percent, which is average for this type of school. The school works very effectively to improve pupils' attendance. The unauthorised absence last year was just over 1 percent and the rate of unauthorised absence has fallen steadily over recent years. Punctuality, including that of pupils who travel independently, is good.
9. Since the last inspection there has been good improvement in this aspect of the school's work. Gold, silver and bronze certificates for attendance of between ninety and one hundred per cent, ensure that pupils' efforts to attend regularly are sustained and recognised. Behaviour has improved significantly and this has had a beneficial impact on the quality of pupils' learning. Individual behaviour booklets are used very well to support those pupils who need confirmation from adults throughout the day as to what constitutes acceptable behaviour. Provision for spiritual and cultural development has also improved markedly.

Exclusions

There have been no permanent exclusions. The temporary exclusions involved eight pupils. In most cases pupils were excluded only once. Exclusions have been used effectively. Almost all pupils have learned their lesson and their behaviour is much improved

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	112	17	
Mixed – White and Black Caribbean	1		
Mixed – White and Asian	1		
Asian or Asian British – Indian	4		
Asian or Asian British – Pakistani	6		
Asian or Asian British – Bangladeshi	2		
Asian or Asian British – any other Asian background	1		
Black or Black British – Caribbean	2		
Total	129	17	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Very good teaching and learning are allied to very good assessment of what pupils know, understand and can do. The curriculum is good. It is sufficiently broad and very well adapted to meet pupils' needs but, for older pupils and those in the post-6 group, opportunities for learning are limited by the accommodation. The enrichment of the curriculum through opportunities to learn outside the school day and beyond the classroom is very good. Excellent links with the community and very good links with other schools help in providing these opportunities. Pupils receive very good support and guidance and their views are taken into account by the school. There are very good arrangements to ensure the health, welfare, safety and protection of pupils and students.

Teaching and learning

Teaching and learning are **very good**. Assessment is **very good**.

Main strengths and weaknesses

- Teachers have very good understanding of the subjects and courses that they teach and they know their pupils very well.
- Planning is thorough and what pupils are expected to learn is made very clear to them.
- Teachers are very successful in capturing the interest of their pupils.
- Pupils try very hard to learn, to get on with others, and to behave well.
- Teachers take very effective steps to discover what each of their pupils knows, understands, and can do.
- Because of very effective leadership and very good management of performance, the quality of teaching and learning has improved since the last inspection.

Commentary

10. Teachers in the secondary classes have, in most instances, qualifications, and experience specific to the subjects that they teach. They are well aware of the requirements of the National Curriculum and, where externally accredited courses are offered, the requirements of the examination boards are also known and understood. National strategies, for example the Key Stage 3 strategy, have been a focus of recent professional development and this has had a strong positive impact on the quality and variety of lessons. Preparation for lessons is thorough. Teachers know the learning strengths and weaknesses of their pupils very well and make use of all their resources to ensure that for each, every lesson is a successful learning experience. For example, pupils who are known to have concentration difficulties are placed where distractions are minimised and given specific adult support. Other pupils, who are slow to articulate their ideas, are given lots of encouragement and as much time as they need to answer questions or to make a contribution to the lesson. Great care is taken by teachers and teaching assistants to ensure that all pupils are included as much as possible in every lesson. Those who teach the youngest pupils, including those in the Foundation Stage, are very accomplished primary phase practitioners. Their lessons are filled with opportunities for active learning, for role play, for refining thinking skills, for developing literacy, speech and language, and for practising the solving of problems.
11. Teachers plan their work thoroughly. Subject leaders monitor the planning to ensure that lessons are sufficiently challenging and that, over time, they are calculated to continue to develop the knowledge, skills and understanding of the pupils. All plans make specific reference to what pupils should know and accomplish as a result of the lesson. These learning objectives are made known to the pupils, usually at the start of each lesson, so that they know what is to be expected of them. When, as is the case in most lessons, a review of what has been done is held, pupils' answers make it clear that, in most cases, new learning in line with the planned lesson objectives has taken place.
12. Pupils take a great deal of interest in lessons because they are often exciting. Lessons frequently include activities such as games, or roles to play, and there is also very good use of interactive whiteboards, especially to set the scene. Across the age range, and in subjects across the curriculum, pupils show themselves to be happy learners who are absorbed by their work. In question and answer sessions pupils listen to one another very well and show by the quality of their answers that they are thinking carefully and clearly. It is evident that in all phases of their lessons the great majority of pupils are thoroughly engaged in learning.
13. A minority of pupils, because of their special educational needs, present behaviour that would, if unchecked, interfere with their own learning and that of others. Teachers take very good steps however to prevent this happening. They anticipate in their planning those aspects of lessons that are most vulnerable to disruption, and because of their very good knowledge of their pupils as learners, they ensure that support is available when it is most needed. The work of classroom teams is of very high quality and helps to establish the productive, friendly, climate for learning that prevails. Pupils have excellent trusting relationships with both their teachers and the teaching assistants. Behaviour in class is therefore exceptionally good. All pupils appear to try their best and this leads to them experiencing success and to feeling confident and good about themselves. They work very well individually and in collaboration with others.
14. Assessment is very thorough and accurate. Throughout the lower and middle years profitable use is made of a proprietary assessment scale, B-Squared, that accurately measures the small but regular gains that pupils with learning difficulties make over time. This enables the performance of individuals and groups to be both measured and compared. The use of this scale is complemented by other assessments, such as the end of unit tests used in many subjects. Teachers, throughout their lessons, use questioning very well to establish what each of their pupils has come to know and understand. There are very good records kept of the performance of each pupil. Teachers use this information to ensure that the work that they plan for their pupils is at the right level and fully meets their learning needs.

15. At the last inspection, teaching was good overall but there was a small amount of unsatisfactory teaching. Planning for continuity of learning was a weakness and management of classes was not entirely successful. Pupils sometimes misbehaved in class and this adversely affected the quality of learning. There were, also, some weaknesses in knowledge of the National Curriculum and adherence to its programmes of study. Assessment was not always accurate and was not used effectively to assist planning. Improvement since then is very significant. This is chiefly because of very effective leadership and the introduction of a very good strategy for monitoring and improving the quality of teaching and learning. There is no unsatisfactory teaching and lessons are predominately very good or better. Planning, subject knowledge, assessment, and management of pupils, are all much better than they were.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	23 (47%)	20 (41%)	4 (8%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The curriculum is good. Opportunities for enrichment are very good. The accommodation is satisfactory. Learning resources are good.

Main strengths and weaknesses

- The curriculum has improved greatly and it now effectively meets the needs of pupils.
- Pupils’ independence is very successfully promoted, giving them the confidence they need to stand on their own two feet when they leave school.
- The accreditation opportunities in Year 11 and at post-16 enable all pupils to achieve considerable success according to their capabilities.
- Very good PSHCE provision very successfully promotes pupils’ awareness of the importance of living a safe and healthy life-style.
- The provision for pupils with additional and complex needs is very good.
- The curriculum provides many opportunities that enable pupils to move around the community independently and to develop good communication and important life skills.
- Deficiencies in accommodation limit learning opportunities for older pupils.

Commentary

16. The curriculum is good and is very well adapted to meet the needs of the pupils of all levels of capability. Deficiencies identified in curriculum planning at the time of the previous inspection have been successfully addressed. Subjects have detailed planning which enables teachers to plan work systematically, so that pupils make very good progress as they move through the school.
17. There is a good emphasis on developing pupils’ independence skills. They are equipped to be independent in their mobility, and they learn to catch the bus required to get to school or to their work experience placements on time. The Award Scheme Direct Accreditation Network, (ASDAN), Youth Award Scheme in the sixth form equips students with important life skills. Work related learning is very good and pupils are provided with very good career guidance from Year 7. The school has recently won an Education Business Partnership award for its good work in this area. Successful industry days provide pupils with tasters of what work is like in child care, motor mechanics; and the health and beauty industry. Work experience builds pupils’ confidence and self-esteem as well as giving them the skills required for the world of work.

18. The Foundation Stage curriculum is good and children make good progress in their communication and social skills as a result. The National Literacy and Numeracy strategies in Years 1 to 6 benefit pupils' development of literacy and numeracy skills. The Key Stage 3 strategy is enabling pupils to become more confident in their learning because of the opportunities provided for self-assessment, allowing them to take greater ownership of their own learning.
19. Increased accreditation opportunities and greater flexibility enable all pupils to experience considerable success in Years 10 and 11. Accreditation is tailored to the needs of the individual, and so those capable of GCSE success follow such courses and they do well. However, all pupils are included in a rich and diverse curriculum, and those who do not enter for GCSE follow other accredited courses and gain certificates. Pupils are provided with very good opportunities to be included in mainstream schools for certain lessons, in order to raise their achievement.
20. Provision for pupils' PSHCE is very good. There is a very good focus on promoting a healthy and safe life-style with due attention given to high quality sex education and the importance of healthy eating and regular exercise. Very good use is made of dance to explore aspects of teenager conflict and resolution. Citizenship provision equips pupils with good communication skills as well as knowledge and understanding about racism and world poverty.
21. Provision for pupils with additional educational needs is very good. An effective life skills programme for a group of pupils with challenging behaviour in Year 10 makes a valuable contribution to enabling them to successfully manage their feelings of anger. The use of pictures and symbols enables pupils with autism to communicate independent choices.
22. Opportunities for enrichment are very good. All pupils have access to a wide range of visits and activities which make the curriculum stimulating, interesting and enjoyable. Year 7 pupils are involved in an exciting Landscape project with pupils from the local specialist sports college, members from a dance academy work with pupils weekly and during the inspection Year 8 pupils demonstrated a marvellous PowerPoint demonstration of animation work they had completed with the support of an expert from outside the school.
23. Accommodation is satisfactory. The library is much improved since the previous inspection and the quality of display, celebrating pupils work, is very good. However, the science room is too small to accommodate a full group and the post-16 accommodation should be better if it is to effectively improve students' independent learning and living skills. The headteacher and governors are aware of these deficiencies and work very hard to manage improvements. The match of teachers to subjects is good and the learning support assistants make a very valuable contribution to pupils' learning. Overall, learning resources are good and there has been a significant improvement in the resources for ICT since the last inspection. This has led to much better use of ICT in most subjects.

Care, guidance and support

Provision for the care, welfare, health and safety of the pupils is very good. Provision for their support and development is very good. Involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Relationships between pupils and staff are excellent and contribute to pupils' very good achievement.

- Pupils have great confidence that the adults in the school will keep them safe and give them the help they need.
- The reward system and close monitoring of each pupil's progress supports personal development very well.

Commentary

24. The excellent relationships between pupils, their teachers and other members of staff are a strong factor in the high quality of care provided. The promotion of mutual trust and respect is the main priority when pupils start school or transfer from mainstream education. The consistent implementation of the school's discipline procedures, which as one parent said are "strict but fair", and the effective teamwork of staff, creates a structured and purposeful learning environment for pupils. This, alongside the very good partnership with most parents who support the schools systems at home, provides continuity and stability for pupils which makes them feel happy to be at school, keen to learn and to achieve their best.
25. The well-being of all who are in school is an important priority and pupils recognise this. They say that they feel safe and cared for by their teachers and other staff. They are confident that members of staff look after their medical and personal needs very well. This knowledge boosts their confidence and enables them to make the most of the time spent in school. A governor who has relevant expertise works with the staff representative to inspect, monitor and review health and safety in school each term. Since the previous inspection fire drills are done each term. The school is aware that the small electrical appliance checks have not been done in the last year and plans to address this matter. Procedures for Child Protection are very well established and well known to all who work at the school.
26. The reward system is used very well in developing pupils' personal qualities and skills and enabling pupils to be involved in school life. This results in more responsibility and self-discipline from pupils and very good behaviour in school. 'Points make prizes' is a whole school system that recognises, and rewards, pupils' efforts in lessons, with their homework and as helpful members of the school community, which means that pupils are keen to do their best each day. Records are kept of pupils' efforts and points' totals. These are analysed to show improving or worsening trends in behaviour. Together with the on-going records kept by teachers in relation to pupils' efforts in lessons, the data collected enables pupils' personal development to be monitored closely. By using a suitable assessment scale, the school also closely monitors pupils' performance in each subject. This information is used to set individual and group targets that are achievable but challenging.

Partnership with parents, other schools and the community

The school has very good links with parents and other schools and excellent community links.

Main strengths and weaknesses

- Parents are proud of the school and how well it helps their children to be more sociable and independent.
- Excellent links with the community bring learning to life in exciting ways.
- The school works very well with other schools so that pupils are given chances to be included with their age peers elsewhere.

Commentary

27. Parents are very happy with the education provided for their children and appreciate the many extras that the school provides. They are particularly pleased with the improvement in their children's social and life skills. Parents who attend the weekly parent group held in school say

that the arrangements for pupils joining the school work very well. The evidence from inspection supports this. Many examples among pupils of all ages were seen of how effectively the school draws in and integrates newcomers. One parent said “My child no longer feels like a square peg in a round hole”. The excellent relationships promoted by staff where ‘each day is started anew with a clean sheet’ means their children become happier in themselves, are enabled to make friends and helped to overcome their frustration with learning. Parents are very pleased with how well they are kept up to date with their children’s progress. The reports they receive are very clear and enable them to see at once what their children have accomplished. They are also very pleased about the way in which the school regularly seeks and acts on their views. They think that the school is very approachable. There are many outstanding examples of the way in which the school has acted with parents to help children become more successful learners. This is especially the case in instances in which the children have had poor previous experiences of education and have not attended school for long periods before coming to Jane Lane School. The parents who made their views known had no unresolved complaints and felt that should they have a complaint the school would deal with it courteously and effectively.

28. The school greatly appreciates how well the community supports it. Excellent relationships with businesses across the borough enabled the school to find work experience placements for all pupils in Year 11 and the sixth form. Fundraising for the school is initiated by local businesses; for example, the local fish shop has been raising money for pupils’ benefit for many years. Darts leagues, pubs and clubs organise events in conjunction with families who have pupils in school. A community group organises monthly dances in school, which raises funds to subsidise trips for pupils. The Parent, Teacher and Friends group hold regular jumble sales that are very well attended by the local community. A programme for pupils to achieve their Duke of Edinburgh Award is well established and involves interaction with the community. This improves pupils’ self-esteem and confidence and raises the profile of the school. A wide variety of activities are organised to encourage pupils’ involvement in community activities and to extend their social skills.
29. The school has a full-time outreach worker who works with staff in nine schools across the borough to help pupils stay in mainstream education. Sharing expertise and resources, supporting literacy skills and working with pupils to improve their social skills are all part of the outreach work. The school also provides temporary part time placements that help pupils to overcome short term difficulties; these result in successful reintegration into mainstream education. Pupils from Jane Lane are given opportunities to have some of their education in mainstream schools. All this boosts their confidence and builds up their social awareness.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Leadership by the headteacher is very good. Governance is good. The shortcomings in accommodation for science and for the post-16 students are the major barrier to further increasing achievement.

Main strengths and weaknesses

- The headteacher has greatly improved the quality of leadership within the school.
- The headteacher’s vision for the direction of the school is clear, relevant and has brought about very good improvement.
- The governors know and support the school well.
- Procedures to improve performance are well established and effective.
- Financial procedures and controls are very good and the school is very well administered.
- The number and quality of teaching and support staff is good.

Commentary

30. The headteacher understands the necessity to ensure that leadership at all levels in the school needs to be of the highest quality if pupils' needs are to be fully met. She has built up a very strong and competent team of senior staff. The deputy headteacher and assistant headteacher bring a range of strengths and competencies to their work that complement the strengths of the headteacher very well. The heads of faculty and curriculum leaders, likewise, support the senior team very effectively. Overall, those who lead and manage do their very best to ensure that the staff and the pupils feel supported and appreciated. As a result, both staff and pupils give of their best. The management of the school has made significant improvement since the last inspection. Management procedures are well established and have a positive effect on the running of the school and on standards achieved. Both staff and pupils admire the headteacher and she provides an excellent role model. She leads and manages a very strong and united staff. Because of this there is an excellent ethos throughout the school and extremely high morale.
31. Since the last inspection, the school has made great strides. The headteacher's clear understanding of what needed to be done to rectify the weaknesses noted at that time is evident in the many improvements that have been made. She has set the educational direction the school must follow if it is to continue to succeed and improve. In addition, she has worked assiduously to raise the profile and reputation of the school in its local area, by engaging in partnerships with the community. This policy can be seen to have borne fruit. Recently the school has achieved an Education Business Partnership School Award and has become much involved in community projects to improve and preserve the heritage sites in the local area. It holds the Investors in People Award and has applied for the Sports Active Mark. An innovative BTEC work related course has been planned in partnership with a local college of arts technology and two other special schools in the borough. All of this has had a very positive impact. It helps to ensure that the school maintains standards of education and provision for pupils that are as high as is possible.
32. The effectiveness of the school has increased because of very good performance management procedures. Teaching and learning and lesson planning are thoroughly monitored. The headteacher and senior staff regularly check and evaluate the quality of teaching, and with subject leaders they evaluate strengths and weaknesses and identify trends. As a result, subject co-ordination is very good. Subject leaders are effective in promoting learning and higher standards in their subjects through formal and informal meetings and increasingly through scrutinising teachers' planning and pupils' progress. In this respect the introduction of a suitable, fine-grained, assessment scale, 'B squared' to monitor and evaluate achievement is working well. This has a positive effect on the achievement of pupils across the school.
33. The governing body is very conscious of its responsibilities and ensures that all statutory requirements are fully met. Governors have much to offer from their broad range of experience. There are sufficient parent governors and co-opted members who are led well by an experienced chairperson, who has provided much valuable personal and professional support to fellow governors and to the headteacher. Governors delight in visiting the school on a regular basis. They meet with and listen to staff and carefully consider evidence about the curriculum and outcomes of learning. They are sufficiently rigorous in their questioning and scrutiny to establish a good understanding of the school's strengths and weaknesses. They are quick to act as critical friends when required. Spending decisions are carefully made in conjunction with the headteacher. The principles of "best value" are used effectively. In order to finance planned improvements and developments, such as a borough-wide project to develop inclusive practices across the age range, the upgrading of ICT facilities for teaching and learning, the replacement of windows and blinds, the refurbishment of brickwork, repairs to the roof and cladding, the replacement of light fittings and the completion of the perimeter fence, the school has prudently accumulated a fund amounting to about eight percent of its annual income.

34. School administration is very effective. Information is conveyed efficiently to those who need it. The clerical staff provide high quality support to the headteacher, the governors and the staff. There is very good financial administration and practice and this is confirmed by the latest auditor's report.
35. Teaching rooms are well maintained and contain attractive displays. Learning resources across the school are very good and they are well matched to the individual needs of learners. There are sufficient qualified and experienced teachers who are very well supported by experienced support staff of the highest quality. Effective teams of staff are deployed well across the school. The commitment to using information communication technology to provide greater support for teaching and learning is made very clear to all staff. Teachers make very good use of their developing ICT skills so as to get the best out of resources such as interactive whiteboards. This promotes very good learning. Procedures for inducting new staff work well. These help staff learn about the school and their role so that they quickly become efficient at their work.
36. Since the last inspection, leadership and management overall, have improved significantly. The high degree of commitment of all staff to make pupils' and students' learning experiences the best possible, is a powerful indicator of this change. Morale is very high and the school ethos is now very positive. Achievement is very good. The school gives very good value for money.

Financial information for the year April 2003to March 2004

Income and expenditure (£)	
Total income	1,115,041
Total expenditure	1,112,317
Expenditure per pupil	9,757

Balances (£)	
Balance from previous year	102,705
Balance carried forward to the next	105,429

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. The school only rarely has children in the Foundation Stage and there are very small numbers. They are taught in a mixed age class with Year 1 and Year 2 pupils. Meticulous planning and good teaching ensures that they experience all of the areas of learning that they are entitled to at a level suitable to their needs. Targeted, individual, support and consistently good teaching ensures that achievement is good. Because of the very small number of pupils presently in the Foundation stage, a full report on provision in each of the areas of learning is not made. However, overall, provision is good.
38. Achievement in **communication, language and literacy** is **good**. Children who on entry to the school, two terms ago, could not recognise any letters can now, because of good teaching using a phonics programme, recognise as many as six letters and identify them in words such as 'sat' and 'pin'. Concentration is now sustained and with attentive looking at picture books, and with encouragement, what is seen in the pictures is accurately described. Speaking and listening skills are developing well and direct questions are met with a confident response. Achievement in **mathematical development** is **good** and children have progressed from the level of being able to recognise, at most, two numbers, to confidently recognising all numbers within the range 1 to 10. While full understanding of the concepts 'bigger than' and 'smaller than' is still not established, there is a good grasp of two-dimensional shapes.
39. Quite understandably there has been an emphasis on improving **personal, social and emotional development**. Children are beginning to develop competence in independent dressing and undressing and they are coming to understand that instructions must be obeyed. Use of behaviour management strategies that are shared with parents has resulted in a reduction in tantrums and an increasing willingness to join with others in activities such as singing or drama. Achievement in this area is **very good**.
40. There is insufficient evidence to make a secure judgement on **physical development**. However, achievement in **creative development** is **good**. The careful attention given to positioning ensures that manipulative tasks such as cutting with scissors are readily carried out. Through art activities, colours are known and well recognised. There is insufficient evidence on which to judge achievement in **knowledge and understanding**.
41. Leadership is very good and the provision is very well managed. Rapport with parents is excellent and this has been a significant factor in promoting learning skills and achievement. Assessment is good and is used effectively to inform planning to raise achievement. The outdoor play area, although adequate, does not have a sensory garden to raise children's awareness of spirituality.

SUBJECTS AND COURSES IN KEY STAGES 1, 2, 3 AND 4 AND POST- 16

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision for English is **good**.

Main strengths and weaknesses

- Enjoyable and interesting activities in lessons ensure that pupils learn well.

- Because activities are usually well matched to the needs of each pupil they all achieve well.
- Teaching is interesting, relevant and for the most part challenging.
- There should be more challenge to always ensure that pupils achieve their very best as writers, particularly in Years 10 and 11.
- The subject leader, through self-evaluation, knows what is necessary to raise achievement further.

Commentary

42. Achievement is good throughout the school. Pupils make a very good start in developing a full range of communication skills, especially their competence in speaking and listening. There is much reading that is very good, and pupils of all capabilities do well in becoming independent readers and writers. This bright start is now consolidated well across the age range. The weaknesses identified in Years 7 to 9 at the time of the last inspection have been overcome because of the successful implementation of the Key Stage 3 Strategy. Opportunities for accreditation at Key Stage 4 are now in place but the school recognises the need to introduce a more difficult course for the higher attaining pupils in Year 9, so that they can be given more advanced work when they enter Year 10.
43. Pupils achieve very well in their development of speaking and listening skills. Quite rightly there is a strong emphasis on developing the communication skills for pupils with complex needs. Pupils with autism are able to communicate independent choices through the use of pictures to state what they want. Activities to develop speaking and listening skills are tailor made to the needs of the pupils and this is the basis of the very good achievement they make. Questions are directed at pupils who are shy so that they are fully included in speaking and listening activities. Exciting and fun role play activities enable pupils to make rapid gains in speaking and listening.
44. The range of reading ability is very wide within the school but, because programmes are matched to the needs of the individual, all pupils achieve well. The lowest attainers are encouraged to explore picture books and praised for *good looking*. They enjoy turning the pages and look carefully at the pictures. An effective phonics programme used in Years 1 to 6 supports the lowest attainers in gaining in confidence with their reading. Excellent relationships between pupils and their teachers enable them to take risks in sounding out words because they are not fearful of failure. In a lesson focusing on blends at the end of words pupils had great fun as they made rapid gains as readers. Good challenge and support enables higher attaining readers to achieve well. For example, in Year 8, better readers are sufficiently competent and confident to act as narrators for a play about The Acts of the Apostles that is being produced for a school assembly. The best readers by Year 9 have, with support, developed the skills of inference and deduction and can skim and scan written text to retrieve important information. By Year 11, some pupils enjoy reading for pleasure and the highest attainers read with a good level of understanding. The good achievement for all reflects the school's commitment to using a wide range of strategies to develop pupils' reading skills. This flexible approach enables one pupil in a class to sit and read '*Harry Potter*' independently whilst others are given one-to-one support whilst reading an age appropriate text at a level well calculated to take them forward with their reading.
45. As with reading, pupils' writing skills embrace a very wide range across the school, and even within a year group. Achievement is good for all because of the strategies used to develop pupils as writers. In a Year 5/6 lesson pupils produced an imaginative and creative piece of writing at a level appropriate to their capability. The highest attainers wrote independently and with success whilst the teacher fully included the lowest attainers by gathering their ideas, showing them how to write these down and then encouraging them to underwrite. In an exciting Year 9 lesson, pupils wrote some fascinating '*Raps*' using good descriptive words. Pupils are encouraged to write for a wide range of purposes and audiences. Occasionally there is insufficient challenge to ensure that the highest attainers write to their best standard

consistently. Reinforcement of what they need to include in their writing, to achieve their very best, is not always given before they set off on their written task.

46. Teaching and learning are good. Activities are lively and mostly challenging, and pupils learn well because they enjoy their lessons. Teachers' subject knowledge is good and difficult behaviour is skilfully managed. Consequently all pupils in every class have the opportunity to improve their literacy skills. Resources are age appropriate and relevant and make a valuable contribution to pupils' personal development. Assessment is used well to inform planning to raise achievement but marking does not always offer pupils more specific and precise pointers about what they need to do to improve a piece of writing.
47. Leadership and management are good. There is a clear vision of what needs to be done to improve the subject. Improvement since the last inspection is good and very good for those in Years 7 to 11. Planning now ensures that pupils continue to develop their knowledge, skills and understanding across the school. The library is now much better than at the time of the last inspection and it contributes well to pupils' learning opportunities.

Language and literacy across the curriculum

48. Opportunities for pupils to develop their reading, writing, speaking and listening skills in subjects other than English are very good. This is due to the high quality support and guidance that the English co-ordinator provides for teachers and the high expectations that she successfully shares with them. There are very good examples of pupils developing writing and reading skills very effectively through subjects such as history, science, ICT and mathematics. PSHCE play a particularly important part in developing pupils' confidence as speakers and listeners. Throughout the school there is an emphasis on equipping pupils with the life skills required to be effective and independent communicators and to cope on their own beyond the walls of the school. This aim is successfully fulfilled for all pupils, who leave as confident young adults.

Modern foreign language

The provision made by the school to teach a modern foreign language was not inspected in detail and no overall judgement about the quality of this provision is made.

French

49. French is taught to all pupils in Years 7 to 11. The school's self-evaluation shows that the quality of teaching is good and that the course enhances pupils' communication skills and effectively raises their awareness of cultural diversity. However, insufficient evidence was gathered to make judgements on the quality of provision and achievement. Through the planned programme that is offered, pupils gain in confidence. The successes of all are celebrated because the accredited scheme makes it possible for pupils at all levels of attainment to experience success. It is clear that oral French makes a valuable contribution to the speaking and listening skills of pupils. Pupils have much fun and enjoyment whilst learning French, as evidenced in the French songs that they sing and the French dances that they perform. They participated with enthusiasm in a Nativity Play using their knowledge and understanding of the French language. Because it is a new subject, at the beginning of Year 7, it is a fresh start for pupils in an area in which they have not experienced failure previously and the subject teacher is adept at making it a positive experience for them: one that builds their confidence and self-esteem.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement is very good by the time pupils leave school.
- The quality of teaching is consistently good throughout the school.
- The leadership and management is good.
- The subject development plan is not sufficiently focused.

Commentary

50. Pupils achieve very well overall. The younger pupils make a good start in mathematics and their achievement is good by the end of Years 2, 6 and 9. By Year 6, pupils have become familiar with a range of information and communication technology, including computers and programmable self-propelling “turtles”. They use these confidently in developing their understanding of directional language and sequencing instructions. They understand scale and that turn or angles may be measured in degrees. They recognise and can name a right angle. They are familiar with common coins and giving change. They can, for example, put together a number of coins to make a total such as thirty pence. By Year 9, their understanding of shape and space has developed and they calculate perimeters and areas of rectangles and triangles. They count on, or in some cases, remember, their tables in giving accurate answers to mental mathematics questions. Achievement is very good by the end of Years 11 and 13. The courses followed in Years 10 and 11 structure learning well so that pupils make very clear gains in their knowledge and understanding as they follow the GCSE Entry level syllabus. Every student leaves school with some form of external accreditation in the subject, including some at Entry Level GCSE. Standards are rising with increasing numbers securing the better grades at GCSE. Pupils enjoy the subject and show very good application. They listen well, and concentrate on their work. Pupils work well together and the climate for learning in lessons is relaxed and purposeful. This is typified by the manner in which the older students work quietly and diligently, giving and receiving help as necessary.
51. The overall quality of teaching in mathematics is good. Sometimes it is very good. Lessons are taught with high expectations of achievement and of pupils’ behaviour. This is supported by excellent relationships, which come about in part because staff know pupils’ needs well. Classrooms are well organised. Collaboration between teachers and teaching assistants ensures high quality learning opportunities. Lessons are planned to be simple and yet effective. The National Numeracy Strategy is well embedded in all lessons, including those for the older students. Marking and assessment is good. Older pupils are very well prepared for external accreditation. Pupils are involved in their own assessment and know how to improve their work. In some lessons, however, opportunities are missed to explore ‘why?’ when pupils make ‘wild guesses’.
52. Leadership and management in mathematics is good. A team of staff teaching mathematics across the school work constructively and effectively together. The co-ordinator has worked hard to ensure that there has been good improvement since the last inspection. Teaching is no longer unsatisfactory in Years 7 to 9. Behaviour is much improved. There is now a more coherent team teaching the subject. Resources have improved. The use of ICT by pupils and teachers is significantly better than it was. In addition, the more effective use of assessment and the use of teaching assistants allow for pupils’ individual needs to be met more effectively.
53. Planning in mathematics is not set out consistently across the school. In addition, the subject development plan needs to relate more specifically to the raising of standards in the subject. In order to improve further, attention should be given to these matters.

Mathematics across the curriculum

54. Mathematics is well used across the curriculum. This is evident in most of the other subjects. Teachers plan for tasks, which support and develop numeracy, for example, measurement in science and ICT, practical money issues in PSHCE and problem solving in design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Teaching and learning are consistently very good and teachers present activities that are challenging, relevant and well matched to pupils' learning needs.
- Teamwork in science is very good.
- Very good leadership and management have raised the profile of science, and ensure that every pupil achieves external accreditation by the end of Year 11.

Commentary

55. Teaching and learning across the school are consistently very good. This represents a very good improvement since the last inspection. Lessons are well planned and prepared with clear learning objectives. Planning, support and resources take account of the diverse and challenging learning needs so that every pupil is included and there are opportunities for all pupils to show meaningful achievement.
56. Teamwork in lessons is very good. Teachers and assistants work very well together. Teachers ensure that assistants are fully involved in the lesson and they work together to assess and record pupils' achievements regularly. Records are well annotated showing how much or how little support pupils required. Staff model appropriate behaviour and maintain pupils on task with timely interventions, prompts and very good use of praise, encouragement and humour. Because of excellent relationships in class, pupils work hard, behave well and enjoy their lessons and this ensures that more challenging pupils are fully included in lessons. Literacy, numeracy and ICT skills are reinforced regularly.
57. Pupils' achievement is very good across the age range. All pupils leave school with an accredited award that reflects the effort they have made and the quality of their learning, over their time at school. Most pupils gain an Entry Level Certificate of Achievement by the end of Year 11. By Year 7, pupils are familiar with forces and with how to test fairly the performance of, for example, the kites that they make in their science lessons. As well as having very good knowledge of how and why their kites fly, pupils are very aware of the need to use them safely, avoiding power lines and the hazards of traffic. By Year 11, pupils have a comprehensive knowledge of light. They understand reflection and refraction, and are familiar with the eye and the names of its parts. In their environmental science course students in the post-16 class show keen awareness of the broad diverse nature of environmental pollution. They are creative and industrious in thinking and designing means of dealing with it.
58. Leadership and management of the subject are very good. This is mainly due to the co-ordinator who has worked very hard to improve facilities and resources and to develop opportunities for pupils to have their work accredited. Provision is now very good due to improvements in teaching and learning, the development of a small science room, increased resources, and very good ICT facilities within the science room, good planning and increased subject knowledge. Staff work together well to ensure consistent communications and behavioural strategies are applied across the school. These work well and are very good practice.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Achievement is very good and is much improved since the last inspection.
- Very good specialist knowledge helps to ensure that teaching is of high quality and assessment is accurate and thorough.
- Relevant national awards allow all pupils to demonstrate the extent of their learning over their time at school.
- Leadership and management are very good.

Commentary

59. Throughout the school, achievement of pupils of all abilities is very good. Pupils' growing confidence in using computers is notable and by the end of their time in school all achieve some external certification of their competence. Since the last inspection, ICT has become well established across the school and there has been very marked improvement in what is offered. Pupils are taught by experienced staff. There is very good provision across the school for teaching and learning with high quality hardware, including Internet access, interactive white boards and switches. Learning in most lessons in all subjects is supported very well by the use of computers.
60. The quality of teaching in ICT lessons is consistently very good. Staff members have very high expectations of pupils' behaviour and achievement. This encourages pupils to respond positively, behave well, concentrate, and work for long periods of time. Pupils' efforts are sustained and enhanced by their excellent relationships with their teacher and teaching assistants. The teacher has considerable specialist knowledge and gains very good support from the very competent teaching assistants. Collectively, they inspire pupils to the very high standards they routinely achieve in their learning. Pupils are excited about their learning and line up promptly outside the computer suite in order to spend as much time learning to use new technologies as is possible. They quickly move to their places, log on to their own file system and wait their instructions. The introductions to lessons are short and include a very good demonstration by the teacher of points pupils need to know. The teacher outlines the objectives of the lesson quickly and clearly so that pupils can spend the maximum amount of time at their workstations, being active in their learning. The assessment procedures are very good. These provide the teacher with a detailed knowledge of the capabilities of pupils and this information is used very well to target teaching, by creating tasks that are relevant to each pupil.
61. By the time pupils leave school or move on to post-16 education all have had the opportunity to gain external accreditation in ICT. They are entered for, and gain, such awards as Entry Level in the GCSE examination or the ICT Short Course Award.
62. The subject is very well led and managed. All teachers have completed their national training programme, which increases their own specialist knowledge and confidence, and in turn enhances the progress pupils make. The expectations of the co-ordinator are very high. He sets very high standards for his own work and for learning and behaviour. He leads and manages the subject very well and provides very good support to teachers in using computers to support learning in their subjects. It has been through the direct leadership of the co-ordinator that ICT has progressed so well since the last inspection. Under his leadership, ICT has made significant improvement and is now a strength of the school. The curriculum is very well organised. It is developed from QCA guidelines and is supported very well by assessment procedures that recognise what pupils know and can do against National Curriculum levels. This information is fed into a database and is presented as graphs, reflecting progress against the levels and pupils' targets for learning. It provides a very good base from which to judge the progress of individual pupils or of different groups of pupils, over their time at school.

63. Very good use is made of a technician who is at the school for a half day per week to maintain equipment and to advise teachers and the co-ordinator of new equipment and software that may be of interest to them. As a consequence, equipment is rarely unavailable because of faults, and the co-ordinator is always up to date with new initiatives and new hardware and software, as it becomes available. Being able to rely on using the equipment at all times is helping planning and is contributing to the very good progress pupils are making.

Information and communication technology across the curriculum

64. Planning to use computers to support teaching and learning in subjects is very good. Teachers and pupils are practised and confident at using the Internet to gain information and use CD-ROMS well for new learning. All staff are very competent using the interactive white boards across a range of subjects. Pupils take great pleasure using these boards to build graphs and pictograms to add to their mathematics skills. Adding labels and text enhances their reading and writing skills. Pupils use ICT word processing effectively when redrafting their English work and enhancing presentation.

HUMANITIES

History

Provision for history is **very good**.

Main strengths and weaknesses

- History is taught very effectively and imaginatively and this enables pupils to achieve very well.
- Pupils thoroughly enjoy learning about the exciting events that once took place in the locality of the school.
- Very effective leadership has led to significant improvements since the last inspection.

Commentary

65. Teachers have a very good understanding of the particular learning needs of all their pupils and they plan lessons that take these individual strengths and weaknesses into account. They also have a clear understanding of the requirements of the National Curriculum and they adapt it skilfully so that their pupils are able to learn successfully. They do this with a great deal of imagination and flair; very effective use is made of visits, role-play, artefacts, and pictorial sources, so that pupils will find the work accessible. A very good start has also been made in the use of the recently installed interactive whiteboards. Pupils learn history only to the end of Year 9, but across the age range their achievement is very good. History lessons are happy occasions and pupils become increasingly confident in the encouraging climate for learning that prevails. For example, by Year 5, higher attaining pupils, in role as King Charles II and a local gentlewoman, Jane Lane, cheerfully answer questions from the rest of their class, about their flight, on horseback, from the Parliamentarians.
66. There is a very good emphasis on local history. The past is brought to life by the many opportunities provided to learn about, learn from, and celebrate times past in Walsall. Pupils, as a result, are very knowledgeable about these. Their pictorial depictions of the events of the English Civil War are particularly lively. In an exciting local community project, pupils helped by producing designs for some of the cairn stones, made by a professional artist, that have been placed on the site on which Bentley Hall, a Royalist stronghold, once stood.
67. Leadership of the subject is very good. The curriculum is much better than it was at the last inspection and records show that achievement is now consistently very good across the age range. Work is regularly assessed; this is also an improvement because, at the last inspection, assessment was found to be incomplete and erratic. Teaching is now very good where

previously it was good. The broader range of strategies now in use and the greater understanding of curriculum requirements accounts, largely, for this improvement.

Geography

Provision for geography is **very good**.

Main strengths and weaknesses

- The curriculum is very well adapted to enable pupils to grasp important concepts and develop essential skills.
- Teaching is very well prepared and pupils enjoy their lessons, learn very well and achieve much more than expected.
- Provision has improved through good leadership.

Commentary

68. The learning of younger pupils is centred on matters within their direct experience. They become familiar with the internal and external environment of the school, with the lay-out and economic activity of the school's immediate locality and with some of the problems, such as waste, that arise from the presence of many people in a given space. An open-ended questioning approach is adopted by teachers. From the earliest stages, this encourages pupils to think for themselves and to suggest their own solutions to geographical problems. By Year 6, pupils have come to appreciate the need for environmental improvement in some places and most are able to express an environmental point of view and justify it. They look critically at pictures and accurately interpret the geographic information that they contain. They have a developing understanding of plans and simple maps. Use of maps, atlases, and globes is well established by Year 9. Pupils are aware of compass direction and on outline maps of the United Kingdom, Europe or the World, correctly identify countries, cities, oceans, rivers and seas. They know of the main climate zones and that human life and activity is greatly affected by weather, climate, and topography as well as, in specific regions, hazards such as volcanoes and earthquakes.
69. Because teachers understand their pupils very well, the lessons they prepare include a variety of practical and oral tasks. Pupils are always encouraged to speak out and make their contribution. As a consequence, they become confident learners, and while they are not overly dependent, they are not afraid to ask for help when they need it. In Years 3 to 6, pupils achieve much more than expected. For example, in a very good lesson comparing the structure and lifestyle of a seaside town with those aspects in Walsall, pupils showed remarkable ability to think through problems and to give reasoned answers to questions. This ability was clearly illustrated by a pupil suggesting that the reason why the plots of houses in the seaside town were smaller than many house plots in Walsall, was because there was competition for land in the best locations from commercial interests who might wish to use it for gift shops and ice cream parlours. Pupils in Years 7 to 9 achieve very well. A particularly good feature of their developing knowledge of the world is the empathy they show for others. This is very apparent in their work and writing about day to day life in a semi-desert region, Burkina-Faso, in which the every day experiences of children of similar age are so different from their own.
70. At the last inspection many elements of the provision for geography left room for improvement. The curriculum was "patchy" with no proper schemes of work, and, whilst there was some good teaching, pupils achieved too little. Provision is now very good. Achievement is stronger in Years 3 to 6 in which it is very good, but it remains good in Years 7 to 9. There is, presently, no subject leader but effective acting leadership and a good level of subject expertise have succeeded in bringing about significant improvements.

Religious education

Provision for religious education is **very good**.

Main strengths and weaknesses

- Leadership is excellent and this has led to the provision of very good learning opportunities for pupils and students across the age range.
- Pupils greatly enjoy their learning, and are taught and achieve very well; this is an improvement since the last inspection.

Commentary

71. The subject leader has particular expertise in religious education, was a member of the working party that drew up the locally agreed syllabus and is a very strong advocate for the subject within the school. Through their lessons, visits to places of worship and through visitors from faith communities, pupils and students are given very good opportunities to both learn about world faiths and to learn from them. The curriculum is structured so that over time pupils continually re-visit, at increasingly higher levels as their understanding grows, matters that they have encountered earlier. It fully meets statutory requirements. Oversight of what is taught by others is very well maintained by the co-ordinator who is always available to help or advise when necessary. Pupils' work is carefully assessed and records of their learning and achievements are maintained. From these records it is clear that pupils make very good progress across the age range. In the post-16 class, those in Years 12 and 13 successfully complete modules of work that count towards the award of their ASDAN Challenge certificates.
72. In their lessons, pupils show evident enjoyment, well developed knowledge of matters of custom and belief in a range of religions including Christianity, and a growing understanding in matters concerning practical morality. The quality of teaching and learning is very good and teaching methods are effectively and pleasingly varied. In a very challenging lesson for those in Years 5 and 6, pupils developed a very good insight into the symbolic importance of water in the Jewish religion. Remarkably, following this session on the festival of Sukkoth, many pupils drew lessons for their own behaviour from what they had learned; for example, that water should not be knowingly polluted but treated respectfully. Older pupils were thoroughly engrossed as they rehearsed a drama for assembly on the theme of The Acts of the Apostles. They gave their fullest concentration to getting their part right but were also quick to praise the work of their classmates. Pupils in Year 9 learned very well as they sought, successfully, to remember terms for significant aspects and artefacts of Judaism, while those in Years 12 and 13 displayed good understanding as they discussed the work of charities. Overall, achievement is very good. Achievement is also, very much, improved.

TECHNOLOGY

Design and technology

Provision for design and technology is **good**.

Main strengths and weaknesses

- Knowledgeable teaching leads to good achievement.
- Pupils' attitudes to work are positive and they enjoy their lessons.
- Pupils are proud of their work and pleased to gain accreditation for it.
- Co-ordinators have developed and improved the subject.

Commentary

73. Teachers have very good specialist knowledge over the full range of the subject. They use this very well in planning lessons so that new skills, knowledge and understanding build upon what has already been learned. Consistently good teaching provides regular opportunities for pupils to work with basic tools, equipment and components to make simple products using many materials. Pupils' achievement is good across the age range in both design and technology and food technology. Pupils fully understand what they should do and work carefully because of the high expectations of their teachers. Their lessons reinforce pupils' literacy, numeracy and personal and social skills very well.
74. Pupils are eager to work in both the design and technology room and the food technology room. They act responsibly and feel mature. They enjoy being active in their learning. They especially enjoy making their own projects from design briefs and explaining what they have done and why they did it that way to visitors. Their attitudes to learning are very good. Because of the very good relationships in classes and the high expectations of staff, pupils work hard and behave well. They work with great precision and attention to detail and pay due regard to health and safety and hygiene rules at all times.
75. Consistently good teaching ensures that all pupils, irrespective of their learning needs or capabilities, complete high quality work that initially surprises them and then makes them very proud. Pupils in Years 7 to 9, complete design and make briefs in food technology, graphics, and textiles and construction. In Years 10 and 11 their work is guided by the syllabus for the Entry Level examinations. It is testament to the quality of their learning and the organised and sequenced way in which skills are taught, that pupils gain external accreditation by the end of Year 11.
76. Leadership and management are good and have developed the subject well. Since the last inspection there has been good improvement. The rooms for both areas of practical work are small but satisfactory. Learning resources are good. The curriculum is carefully planned to contribute to pupils social, spiritual and cultural developments and to support learning in other subjects.

VISUAL AND PERFORMING ARTS

No judgements on provision were made in art, music and physical education because they were not part of the focus of the inspection. Only one lesson was seen in art which was taught well. Two lessons were seen in physical education both of which were satisfactory, with several good features. No music lessons were seen.

Art and design

77. The subject is managed and led well by an enthusiast. Good improvement has been made since the last inspection. Because of the specialist teaching there is no longer inconsistency as pupils move from Year 7 through to Year 9. Pupils now achieve very well. They enjoy the subject and this is reflected in the high quality of displays in the classrooms and throughout the school. Pupils are involved in the assessment of their work. Some are involved in collaborative work with pupils in a local secondary school. Visiting artists and visits to local galleries all help to raise achievement. Plans are well under way to offer external accreditation for all pupils by the time they leave school. At present, the co-ordinator has only a small amount of time to work alongside colleagues and to develop the use of ICT. This limits the further raising of standards.

Music

78. Achievement in music has improved since the last inspection, largely because of the inspiring leadership and management of the co-ordinator. Singing now forms a regular part in assemblies. School productions are now a termly feature of school life. Good links are made with other subjects through project work, such as 'The Planets' and 'Around the World'.

Several of the younger pupils (and the staff!) very much enjoy the drumming club, and the "artist of the week" often includes a composer. In order to raise standards further, the school needs to develop external accreditation and the use of music technology.

PHYSICAL EDUCATION

79. Pupils' achievement in physical education is good. This is an improvement since the last inspection. Good links have been established with the local community and pupils benefit from participation in interschool competitions and the Black Country Youth Games. Some participate in a Sports Festival where they compete with pupils from a wide range of other school, in a range of sporting activities. Good use is made of specialist sports coaches. A good contribution is made to pupils' healthy living through a dance project. Older pupils now enjoy judo as part of the curriculum and a residential experience for outdoor pursuits. The school's involvement with the Duke of Edinburgh Award scheme is of a very high quality, with many pupils achieving the Bronze, Silver and even the Gold Award. All pupils benefit from swimming, where effective use is made of school staff to instruct. Before they leave at the age of 16 pupils gain an entry level GCSE. Sixth formers take a Life Skills course as part of their ASDAN award. Assessment procedures for the younger pupils and training for all the poolside helpers are in need of further development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision in personal, social and health education (PSHE) and citizenship is **very good**.

Main strengths and weaknesses

- PSHE makes a significant contribution to raising pupils' awareness of the importance of adopting a healthy life-style.
- Citizenship provision enables pupils to think through deep issues and explore what actions they can take to manage change for the better.
- Innovative and creative teaching techniques and exciting activities result in pupils achieving very well in these subjects.
- Skilful planning ensures that all pupils, no matter how complex their needs, are fully involved in all lessons and engaged in very positive learning.

Commentary

80. PSHCE makes a very valuable contribution to raising pupils' awareness of the importance of adopting a healthy and safe lifestyle. It also, at a level appropriate to their capability, encourages them to take positive action as responsible citizens. Learning is made fun and exciting as pupils explore aspects of teenager conflict and resolution through the medium of dance and learn about the legal system through well planned visits to a local magistrates' court.
81. Programmes are tailor made to meet the needs of the pupils. Throughout Years 1 to 6 there is an emphasis on developing pupils social skills, so that they learn to share, take turns, and develop good table manners. The emphasis on the development of these important life skills continues throughout Years 7 to 11, and through discrete lessons pupils in these years receive very good careers education, learn about the importance of safe sex and the dangers of substance misuse. The school has successfully developed an excellent teachers' toolkit of practical ideas for exploring issues around puberty. This toolkit is used by schools across the borough. Citizenship is meticulously planned so that there is a good balance between teaching knowledge, promoting pupils communication skills and enabling them to participate in concrete actions as citizens to bring about change in respect of a wide range of relevant issues. Effective use is made of the Theatre Education Company to engage pupils' interest in strategies to combat racism.

82. Because planning is very good, teaching is lively and exciting, and activities are suitably matched to pupils' needs, they achieve very well. Teaching is consistently very good. In a good Year 10 citizenship lesson, pupils enjoyed debating a range of political issues. They made good gains in their knowledge and understanding of the differences between democracy and dictatorship at a level appropriate to their capability. They developed the skill of electing a spokesperson to state their views about profound issues such as cancelling debt in poor countries and eradicating poverty. Lessons in PSHE and citizenship enable pupils to accept constructive criticism and gain confidence in asking for guidance so that they are well equipped for life beyond school.
83. Leadership is very good. Management is very good and assessment procedures are developing well. Never complacent, the co-ordinator is exploring ways in which the participation strand of citizenship can be made even more relevant to the pupils in the school so that they leave school with a secure understanding of how they can play their part as valuable citizens in society. She is also exploring new ways to enable the voice of students to be heard and acted upon.

Work related learning

84. The school makes very good provision for work related learning. From Year 7, through their lessons in citizenship, pupils become familiar with concepts such as choice and economic transactions. As they move through school appropriate careers education is given and very good careers advice is provided by the Connexions specialist careers officer through individual interviews. The school fully meets statutory requirements. An Enterprise scheme is run each year and pupils in Year 10 will be taking part in this in the autumn term. The programme for work-related learning has a very powerful impact on pupils' and students' personal development. They gain in both confidence and social awareness. Local businesses work closely in partnership with the school to help in this and other work related initiatives. All pupils in their final years of schooling have an opportunity to experience work for a suitable period. Most pupils leaving the school go on to college where they undertake a variety of courses including vocational courses. The transition to college is handled very well by the school.

Provision for post-16 students

Provision is **very good**.

Main strengths and weaknesses

- The curriculum is very well matched to the needs of students and this helps them to achieve as much as possible.
- There is an appropriate emphasis on developing independence skills.
- The course leader is very effective and has formed very beneficial partnerships with other agencies.
- Accommodation is not fully suited to its purpose.

Commentary

85. Students in Years 12 and 13 are drawn mainly from Jane Lane School but a minority have attended other schools in neighbouring boroughs until the end of Year 11. Most are less mature, more vulnerable and slower to learn than their contemporaries who leave school at the end of Year 11 to attend college courses or to seek employment. They are offered a "life-skills" curriculum that, while it builds on their accomplishments, also recognises that they need as much opportunity and support as possible to develop independence. Students continue to develop their literacy and numeracy skills; their achievement in mathematics is very good. There is a strong emphasis on personal, social and health education, citizenship and work related learning. After an initial period for settling down in their role as student and young

adult, records show that achievement, overall, is very good. All students gain the ASDAN Youth Award at their own level.

86. The course followed in the post-16 group emphasises the development of independence skills. Students learn to travel by themselves using public transport. They refresh their knowledge of road safety and they learn about accident prevention and first-aid. They rehearse survival and camping skills, including map work. They become strongly involved in the local community and develop community awareness, and they develop their understanding of the world of work through lessons and through work experience.
87. The course for post-16 students is led very well. In particular the course leader has built up a supportive network within the community that brings benefits for example, in the very good offer of work experience places from local businesses. For outstanding work in co-operation with the local business community, the school has recently won an award from the Education Business Partnership.
88. The accommodation provided for the post-16 group is in a temporary unit. This provides a classroom and, in addition, a small common-room, with some basic facilities for preparing snacks and drinks. Use is made of some general and specialist rooms within the school for some parts of the curriculum and there is also use of community facilities. Accommodation, presently, is barely adequate and does nothing to enhance the status of the course provided. The limitations of the accommodation are made worse by the fact that computers in the post-16 class cannot access the Internet. The facilities to fully support independent learning and living skills are not available.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).