



Green Lane Primary School

Inspection Report

Unique Reference Number 111646
LEA Middlesbrough Borough
Inspection number 278741
Inspection dates 7 March 2006 to 8 March 2006
Reporting inspector Mr Gordon Alston

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

Type of school	Primary	School address	Green Lane
School category	Community		Acklam
Age range of pupils	3 to 11		Middlesbrough TS5 7RU
Gender of pupils	Mixed	Telephone number	01642 277407
Number on roll	583	Fax number	01642 277408
Appropriate authority	The governing body	Chair of governors	Mrs Debbie Bivens
Date of previous inspection	1 March 2000	Headteacher	Mrs Janet Lucas

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Introduction

The inspection was carried out by four additional inspectors.

Description of the school

Green Lane serves the area of Acklam on the outskirts of Middlesbrough. Children enter the school with skills similar to those expected for their age. About 25 % of pupils, well above average, do not have English as their first language. The proportion of pupils who receive free school meals and the proportion with learning and/or disabilities are below average. Over the past two years, the school has achieved a number of awards including Healthy Schools, Active Mark (Sports) and Investors in People status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school that it is a good school with many outstanding features. It is greatly valued by parents, pupils and the local community. Children in reception achieve well, reaching the expected levels on entry to Year 1. Standards at the end of Year 2 are above average in reading and mathematics and average in writing. At the end of Year 6, standards are above average in English and mathematics. Pupils make good progress and achieve well. The school is working hard with good strategies at raising standards in pupils' writing and improving problem solving in mathematics. Pupils of all abilities are given every opportunity to succeed. The outstanding quality of care, guidance and support, the good teaching and the very rich learning experiences and opportunities, lead to outstanding personal development. This results in pupils' excellent relationships and attitudes and very responsible behaviour. Pupils and teachers enjoy school immensely, and pupils are positively encouraged to think for themselves and to have their say. The school's support for vulnerable pupils and those whose first language is not English is very well-thought-out and highly successful. Challenging targets motivate pupils and although marking does not always tell them how they can do better, it is beginning to positively affect pupils' learning. Leadership and management are good. The leadership of the headteacher and deputy headteacher are very good with a clear vision for improvement. The leadership and management of subjects are developing well. Governors share the school's vision and carry out their responsibilities conscientiously. Partnerships are good. The school has improved markedly and gives good value for money. It is well placed to improve further.

What the school should do to improve further

So that all pupils are aware of how they can improve their work, ensure that the marking of pupils' work is of a consistently high standard throughout the school.

Achievement and standards

Grade: 2

Pupils achieve well. Children make good progress in nursery and reception and, by the start of Year 1, most reach the level expected for their age. Continued good progress ensures standards at the end of Year 2 are above average in reading and mathematics. They are average in writing. At the end of Year 6, standards are above average in English and in mathematics. In the 2005 National tests, results were above average at the end of Year 2 but better in reading and mathematics than in writing. At the end of Year 6, results are above average in English and in mathematics but better in English than mathematics, as more pupils achieve the higher level. The school has examined the reasons for the areas of lower attainment and has introduced several good initiatives aimed at raising standards, which are bringing about improvement.

Pupils are given challenging individual targets in English and mathematics, setting high expectations and encouraging them to work hard and make good progress. Targets

are checked termly to ensure that pupils make the progress they should. This has had a positive impact on the number of pupils achieving higher levels.

No group is significantly underachieving. Pupils with learning difficulties and/or disabilities and those whose first language is not English receive very good support from a very conscientious, caring team of assistants and, as a result, make good progress. Gifted and talented pupils also progress well.

Personal development and well-being

Grade: 1

The promotion of pupils' personal development and well-being is outstanding. Pupils' spiritual, moral, social and cultural development is excellent. Pupils show great joy in learning. It is a testimony to their rapid development as sensitive, reflective beings. Pupils of all abilities and ethnic backgrounds treat each other with great consideration and respect. The school has a very caring ethos; all pupils are greatly valued and feel very happy, secure and safe.

The opportunities for pupils to contribute to school life contribute greatly to their self-confidence. The school council makes a good contribution. Pupils take on many additional responsibilities with enthusiasm, for example as peer mediators and play leaders. Their behaviour is excellent. They are very confident when communicating with adults and clearly enjoy school life immensely. They are very keen to learn and their attitudes in lessons are extremely positive. Attendance is average and pupils enjoy coming to school.

Pupils are very proud of their school. They take a very active role in keeping healthy. The school's wide range of out of school clubs ensures that pupils exercise regularly and participate in sport. They are very actively involved in several community projects and the school is a very important contributor to community harmony.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good with outstanding features. Teachers' planning is guided by very good tracking and analysis of pupils' needs. As a result, work is provided that is well suited to all abilities. In the Foundation Stage, the very caring and stimulating environment encourages learning.

Where teaching is good, teachers have high expectations and ensure that pupils learn at a brisk rate so that they work hard and make good progress. Pupils who have additional needs and those whose first language is not English are very well supported by all staff. Conscientious assistants play an important role supporting pupils.

Very good relationships promote the pupils' confidence. Teachers' classroom management is very good and pupils display excellent behaviour and attitudes to work. They are encouraged to work independently and co-operatively. Teachers' good

questioning techniques and effective use of information and communications technology (ICT) extend learning. In some classes, work is well marked, particularly in literacy, showing what pupils need to do next to improve. But this is not yet done in all classes and subjects. Challenging individual literacy and numeracy targets have raised pupils' and teachers' expectations and impacted positively on standards.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. The high quality of planning, linking subjects together, makes learning exciting and relevant for children. The Foundation Stage curriculum is firmly based on learning through activity. There has been significant improvement in the provision of ICT since the last inspection. This has helped raise standards.

Provision for pupils with additional needs and those whose first language is not English is very good. Individual education plans are very clear and caring adults provide very good support so that these pupils make good progress. The needs of pupils who have particular gifts or talents are also met well.

The school provides an extensive range of extra-curricular activities for which it has been awarded the Quality Mark. The curriculum is greatly enriched by the wide range of visitors to and visits out of school, including residential visits for older pupils. Pupils say they enjoy coming to school because of the wide range of opportunities provided in lessons and in clubs.

Care, guidance and support

Grade: 1

This is outstanding; staff know pupils well and are fully committed to their welfare. Adults foster excellent relationships helping eliminate bullying and racism. There is an acceptance that every child matters. The school works very closely with external agencies and parents.

There are very secure child protection procedures, and health and safety arrangements are effective. The learning mentor is a great asset and enables pupils to feel safe and know they have someone to go to if they are worried. The school helps pupils understand the importance of good health very successfully. Pupils display a very good understanding of healthy eating and the benefits of regular exercise.

Learners' progress is tracked well, especially in English and mathematics as is monitoring of pupils' personal development. Caring induction procedures smooth children's start in nursery and good links with the local high school ease pupils' transition to there.

Leadership and management

Grade: 2

Leadership and management are good; self-evaluation is accurate and involves all those connected to the school. The headteacher, supported by the deputy headteacher,

has a very clear vision of what needs to be done to raise standards. She communicates this very well and has been very successful in ensuring that all staff know the part they play in making the vision a reality. Staff morale is high, teamwork is strong and parents are very supportive of the school. This is beginning to raise standards and demonstrates the schools good capacity to improve further.

Pupils' attainments are assessed effectively. The information gained is used well to set priorities for improvement. Through rigorous monitoring, the leadership team has an accurate view of teaching, learning and progress. Subject leaders are developing their monitoring skills and recognise the benefit this is bringing in moving the school forward.

One of the schools outstanding strengths is its inclusive approach; the needs of every child are paramount and are considered when planning provision. Excellent use is made of all available resources. The school provides good value for money. Governors share the schools vision having a good understanding of the strengths and are rightly proud of its achievements.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Green Lane Primary School
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TS5 7RU

9 March 2006

Dear Pupils

I am writing this letter after spending two days in your school and want to thank you all so much for making the experience a very enjoyable one. We came to see how well your school is performing and you had a very important role in this. You did not let the school down in any way, in fact your excellent behaviour and relationships with one another are a credit to you all.

Well, what did we think after these two days? I know your teachers were worried with OFSTED coming, but we hope our report will help them feel all the hard work they do is worthwhile. I always ask pupils their views of the school and one boy said, 'Green Lane is great – teachers and pupils care about each other'. He was right; your school is a very caring school. You have a thoughtful head teacher and deputy who lead your school very successfully and have your well-being at the centre of all they do. Along with all the staff, they make learning very interesting and make you work hard. As a result you are learning lots in lessons. They try to make school interesting and exciting with the many visits you go on and lots of visitors to school. We were pleased with how hard you worked and equally important how well everyone got on. We saw lots of pupils who had responsibilities who did them very well. We were also very pleased to see all the clubs you have. You take regular exercise and sport is important to you.

I'm sure your teachers always say, 'This is good but you could make it even better if you....' Well we are telling your teachers to get you to write and solve mathematical problems even better. Some of you told me you like it when teachers tell you how to improve your work. We would like teachers also to comment about this when they mark your work.

Finally, we would like to thank you again and, if you and your teachers work as hard as when we were in school, I am sure you and your school will continue to do well.

Best wishes for the future

Gordon Alston.

(Lead inspector)