



Green Lane Primary School

Inspection Report

Unique Reference Number 107207
Local Authority Bradford
Inspection number 287741
Inspection dates 24–25 January 2007
Reporting inspector John Rutherford HMI

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

Type of school	Primary	School address	Green Lane
School category	Community		Bradford
Age range of pupils	3–11		West Yorkshire BD8 8HT
Gender of pupils	Mixed	Telephone number	01274 774644
Number on roll (school)	607	Fax number	01274 774655
Appropriate authority	The governing body	Chair	Mr Qasim Khan
		Headteacher	Mr K Holland
Date of previous school inspection	29 October 2001		

Age group 3–11	Inspection dates 24–25 January 2007	Inspection number 287741
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

This is a much larger than average primary school serving an area of high social and economic disadvantage. Almost all pupils come from a minority ethnic background, mostly Pakistani (over half of all pupils) and Bangladeshi (one third). Almost all pupils have a first language other than English, which is much higher than most schools nationally. The proportion of pupils with learning difficulties and/or disabilities is above average and the school has a Designated Special Provision (DSP) for nine pupils with speech and language difficulties. The school has received Investors in Pupils, the Healthy Schools and Drugs Charter awards among others.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features, which enjoys the full support of the overwhelming majority of parents. A very strong senior leadership team (SLT) and governing body are determined that pupils at Green Lane will attain standards as high as those of schools in more advantaged areas and they have gone a long way towards achieving this aspiration. Overall, pupils make good progress from a very low starting point to attain standards broadly in line with the national average by the time they leave school in Year 6. They make very good progress in English and science because of good teaching and a well planned curriculum. Pupils who have learning difficulties in speech and language make particularly good progress because of the very good support provided for them.

Pupils have not achieved so well in mathematics in recent years. The SLT has identified the reasons for this and is already taking decisive action. This is raising standards and has enabled the school to set a target to be in line with the national average by the end of the year. The school has learnt from its success in English and is now applying a broadly similar approach to mathematics. A mathematics leadership team ensures there is consistency in teaching methods across the school and other subjects are now being used to develop mathematical skills.

Pupils' progress in the Foundation Stage and Key Stage 1 is at least satisfactory, but is not as rapid as in Key Stage 2. The result is that standards remain below average by the end of Year 2. This is because of the quality of teaching. While some of it is good or outstanding, too much of it is satisfactory: the teaching often does not enthuse pupils and they spend too little time working independently on stimulating activities.

The outstanding features of the school are the care, guidance and support provided for the pupils and their personal development and well-being. Staff know the pupils very well because they monitor their academic and personal development thoroughly. They can therefore agree suitably challenging targets with pupils and provide the care and learning support required to reach them. Teaching assistants make a particularly good contribution to this work. Pupils' attitudes to work and their behaviour are outstanding. They develop skills in literacy, information and communication technology (ICT) and teamwork that lay an excellent foundation for their future achievements. The school has very effective partnerships with other schools to increase the range of learning activities provided for pupils. Good procedures are in place for checking that pupils from all ethnic backgrounds enjoy school and achieve well. They feel safe and have a very good understanding of how to lead a healthy lifestyle.

The school provides good value for money and shows good capacity for future improvement.

What the school should do to improve further

- Raise standards at the end of Year 2 by improving the quality of teaching and learning in the Foundation Stage and Key Stage 1.

Achievement and standards

Grade: 2

Pupils achieve well and the overall standard they reach by the end of Year 6 is in line with the national average. When pupils start school, their attainment is well below average. Their rate of progress in the Foundation Stage and Key Stage 1 is satisfactory. As they need to make better than satisfactory progress to reach national expected levels, their standards are still below average by the end of Year 2. The rate of progress sharply increases in Key Stage 2. It is very good in English and science so that standards are broadly in line with the national average by the end of Year 6. Pupils' progress in mathematics, however, has not been so good in recent years and standards in the national tests are below average. The senior leadership team has identified the causes for this following the 2006 test results and is taking action that is already improving the quality of teaching and learning. Pupils are now making good progress in their lessons and standards are rising throughout the school.

Pupils with learning difficulties and/or disabilities and those assessed as gifted and talented make good progress because staff quickly identify what support they need and provide it very effectively. Pupils receiving Designated Special Provision for their speech and language difficulties make very good progress, both in mainstream classes and in specially planned group work, because of the very good teaching. Pupils with English as an additional language make good progress because of the strong focus on language development in lessons and many other school activities.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is outstanding. They value each others' cultures highly and show considerable respect for people who hold different views to their own. One pupil summed up the feelings of many when, at the end of an assembly involving polite greetings in different languages, he said: 'We learn a lot about each other here.' There is a tremendous understanding of good relationships, which has helped the school to gain the Investors in Pupils award. Behaviour and attitudes to learning are excellent. Pupils are polite, friendly and they enjoy coming to school to learn. They are eager to take part in all aspects of school life; for example, many pupils join after-school clubs and about 200 voluntarily attend a Saturday morning session for additional English, mathematics, science and other activities.

Pupils feel safe in school. They feel very little threat from bullying and they know that, if they have any concerns, they can go to a trusted adult who deals with the problem effectively. Pupils understand the importance of a healthy lifestyle and proudly talk about eating fruit and vegetables every day. They know the importance of contributing to their community through activities such as offering their ideas for the new health centre near their school. Many pupils proudly wear caps and badges that show they have been elected by their peers to be a school councillor, a playground buddy or a monitor. They carry out these responsibilities in a very mature way. The personal skills

that pupils develop, along with a good grounding in literacy and the use of information and communication technology (ICT), prepare them very well for the future. Attendance is satisfactory.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall and pupils are enthusiastic, competent learners. The evidence from watching lessons, analysing data on pupils' achievement and looking at their work indicates that most of the teaching is good, some is satisfactory and some is outstanding.

Teaching is satisfactory in the Foundation Stage. While teaching assistants work very effectively to improve children's speaking and listening, much of the planning is too general and does not take sufficient account of the wide range of learning needs. In Key Stage 1, while there is some good and outstanding teaching, too much is satisfactory, lacking pace, liveliness and the opportunity for independent work. As a result, most pupils make satisfactory progress, but this is not enough to move standards up to average at the end of Year 2. In Key Stage 2, much more of the teaching is good or outstanding, with the effect that pupils make more rapid progress and reach the national average by the end of Year 6.

Where teaching is good or better, teachers use assessment very effectively to provide the correct level of challenge for each of the different ability groups, enabling them all to make good progress. Teaching assistants provide good support for the lower attaining groups. Most pupils learn well because teachers ensure that they are very clear about what they have to do to succeed in each lesson and they do not try to introduce too many other new ideas. Teachers also help pupils make good progress by giving them helpful comments when marking their work. Pupils' progress is very good in English because teachers have such high expectations for the quality of their talking and writing. Some teachers use ICT very effectively to help pupils develop better writing skills. Pupils' progress in mathematics is improving because teachers are giving additional emphasis to problem solving and to clear, whole-school approaches to calculation. This is as a direct result of the leadership identifying weaknesses in these areas as the main cause of slower progress in the past.

In the best lessons pupils are enthusiastic learners, always keen to answer challenging questions and very responsible when working on their own. Many are particularly good at discussing ideas with a partner before giving an answer to the teacher.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that meets all requirements. The provision for pupils with additional needs is a particular strength. The curriculum is carefully organised to take account of the needs of the very high proportion of pupils who have

English as an additional language. It provides many interesting opportunities for pupils to develop their literacy skills, both during English lessons and other activities. Trips to places of interest are carefully planned to give pupils a wider experience of the English language to support their learning in school. These trips often include parents so they can consolidate their children's language learning at home.

The school is now extending mathematics learning through work in other subjects, in the same way that it has done for English, and this is beginning to help raise standards. Pupils do well in science because their lessons include many opportunities to learn from interesting practical investigations. The very well attended extra classes on a Saturday morning also support pupils' good progress in English, mathematics and science.

The school has very good links with other schools to enhance pupils' learning in modern foreign languages and physical education and to provide suitable challenges for pupils identified as gifted and talented. Within Green Lane there are good resources and staff expertise in music and ICT, which help pupils to make good progress. DSP staff plan a curriculum for their pupils that effectively balances small group teaching outside the classroom with work alongside pupils of all abilities in mainstream lessons. The personal and social aspects of the curriculum are very good and contribute directly to pupils' excellent personal development and well-being. In the Foundation Stage there is a good emphasis on children's language development, but outdoor activity does not contribute effectively to children's learning.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. This is because staff monitor pupils' personal and academic progress thoroughly and use this as the basis for very effectively meeting their individual needs. Pupils know the targets they are working towards and staff help them by providing both care and learning support as required. The teaching assistants make a particularly good contribution to this work. The strength of the monitoring system is seen in the way that the SLT use behaviour record sheets to plan staff training as well as to identify which pupils need additional support.

The SLT identifies the most important priorities for meeting the particular needs of their pupils and works to secure national awards, though only if such awards contribute directly to pupils' needs. The school works very well with a range of other services to meet the needs of pupils who require additional support. Pupils in the DSP are included effectively in mainstream lessons and very good support enables them to experience success while working with other pupils. Safeguarding arrangements for pupils are robust and a very thorough risk assessment is carried out before all out-of-school activities. Child protection procedures are secure and staff are aware of their responsibilities.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and two deputy headteachers form a very strong SLT which provides the driving force for raising standards. This is particularly seen in the system they have recently designed for assessing and recording pupils' progress. It gives teachers a very clear guide to what they need to teach next to move pupils on to higher levels of attainment. In many classes this helps pupils in all ability groups to make good progress. A key strength of the SLT is that they only use approaches they know will work for their pupils. They have the confidence to reject or change ideas from outside of the school that do not fully meet their requirements.

The SLT is effectively increasing the capacity of the school to keep on improving by giving significant responsibilities to groups of staff. Having seen how a team leading improvements in English brought about very good progress for pupils, they have now developed the mathematics team to work in a similar way and this is already raising standards. The leadership of teaching and learning in the Foundation Stage and Key Stage 1 is not strong enough because there is too much variation in quality between classes and a lack of continuity in pupils' progress as they move from one year group to the next.

Senior and middle leaders have an effective system for regularly checking how well the school is performing and this gives them a good understanding of priorities for improvement. These are included in a clear development plan which helps them to concentrate on one or two improvements at a time and to complete them effectively. While leaders ensure that assessment information is used very effectively on a day-to-day basis for helping pupils to make good progress, they do not use it quite so well in planning for school improvement. The school's evaluation report and development plan does not include sufficient explanation of how their work is intended to improve pupils' achievements in the longer term. Governors are aware of the strengths and priorities for improvement in the development plan. Some of them frequently spend time in classrooms to ensure that the governing body has a good first-hand knowledge of the school's work. They have very high expectations for pupils' achievement and are prepared to challenge the school to help it improve even further. The school demonstrates good capacity to continue to improve and provides good value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I inspected your school recently with my colleagues Sally Hicks, Robert Robinson and Les Schubeler. This letter is to tell you what we found out about your school and I would be grateful if you could pass it on to the other pupils. Could you also please thank the pupils who spoke to us. They gave us some very important information which helped us to make our judgements.

Green Lane is a good school and, in some ways, it is outstanding. We saw the very good progress you make in English and science and we are pleased that your progress in mathematics is improving. You achieve well because your school is led by people who want the very best for you. Your teachers work very hard to make sure each lesson helps every pupil to make good progress. They also organise some very interesting after-school clubs and trips for you. Of course, one of the most important reasons why you achieve well is because you work so hard. You are keen to learn new ideas and you have very good discussions with your partners. We are very pleased to see that so many of you want to come to the Saturday School to learn even more.

Having talked to you and seen you working, we believe that your development as young people is outstanding. This is because you all get on so well together in school and you work extremely hard to reach your targets with the support of all of the staff. You obviously enjoy taking on responsibilities and you are learning many skills that will help you greatly in later life. We are pleased that you feel very safe in school and we like the fact that you are proud of your healthy eating.

Your school is a good place to be and the headteacher, governors and staff are determined to make it even better. To help them to do this, we have asked them to make sure that the younger pupils can make as much progress as the older ones. Your job is to keep working as hard as you are doing at present.