

# Green Lanes Primary School

## Inspection report

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<b>Unique Reference Number</b>	117105
<b>Local Authority</b>	HERTFORDSHIRE LA
<b>Inspection number</b>	312491
<b>Inspection date</b>	26 November 2007
<b>Reporting inspector</b>	George Derby

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	257
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Barbara Clements
<b>Headteacher</b>	Mr Dennis Pedley
<b>Date of previous school inspection</b>	26 January 2004
<b>School address</b>	Green Lanes Hatfield AL10 9JY
<b>Telephone number</b>	01707262556
<b>Fax number</b>	01707258208

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall performance of the school, gathered evidence about the pupils' achievements from the beginning of Reception to the end of Year 6 and the effect of the quality of teaching on this. The impact of the senior management team, subject leaders and governors was also examined.

Evidence was gathered from the school's data, pupils' records, observations of teaching and the general life and atmosphere within the school. Parents' and pupils' views were also examined. Discussions were held with key staff, a local authority representative and with pupils.

## Description of the school

Green Lanes Primary School is a larger than average school on the outskirts of Hatfield. The number of pupils on the school's roll has increased in recent years and the school is usually oversubscribed. The social and economic profile of the areas from which pupils come is changing, although it is broadly typical of most areas in England. The percentage of pupils taking free school meals and those with learning difficulties is below average. The percentage of pupils from minority ethnic groups is average. Pupils arrive at the school in Reception with skills, knowledge and understanding similar to the expectations for their age.

The school's Little Lanes breakfast and after school clubs were inspected by a child care inspector at the same time as this inspection.

## 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 that is very popular with its parents. They are resoundingly positive in their praise for the school. Their views are summed up in a few of the comments they made, such as 'This is a terrific primary school'; 'it produces excellent results, well behaved children who show loyalty for the school and a sense of community spirit'; 'it is a first rate school'; and 'staff are very understanding of children's needs'. Inspection findings support their positive views.

The school is well led and managed and staff go the extra mile for the pupils. This is evident in the rich programme of activities and especially the extensive range provided outside lessons. Of particular benefit to the older pupils is work in leadership skills, which prepares them well to guide and support younger children. The school also includes all pupils effectively in activities and enables them to have a say in how the school runs, which they do very confidently. Thus, they make an excellent contribution to its smooth running. They also contribute to the wider world in a variety of caring ways. They enjoy school immensely and feel valued and respected, although attendance is only around average. Pupils flourish well and their progress is at the school's heart. Academic achievement is good throughout the school and, for some time, standards have been maintained at an above average level, sometimes exceptionally so.

The staff and governors know the school well, because it has effective systems to check how well it is doing. This places it well to improve even further. Energetically driven by the headteacher, and through the excellent support provided by the deputy headteacher, staff are always focused on, 'What do we do best and how can we improve?' They are clearly good at doing this and are rigorous in their approach and determination. The deputy headteacher has made significant inroads in developing systems that are highly informative, but straightforward enough to maintain a good work-life balance. Teamwork is good and the senior staff and subject leaders are effective in maintaining quality and guiding improvement in their areas. The chair of governors is very knowledgeable, supportive and challenges the school effectively about its work. She is successfully supporting new governors in developing their skills

The staff's constant reflection on how to improve is clearly reflected in the pupils' thinking and actions. This is no accident of course. The strong programme of personal, social and health education, together with the ways in which pupils are asked to reflect on their learning in lessons and through the excellent relationships with staff contribute considerably to pupils' outstanding personal development. Staff have the highest regard for their pupils, praising their efforts and helping them to develop a sense of community. They care for, guide and support pupils well, including those with learning difficulties. The quality of display is excellent and pupils' artwork is stunning. Pupils are made to feel good about themselves and what they can achieve. This results in high levels of motivation, excellent attitudes to work and good behaviour. Pupils' sense of responsibility towards others is exceptional, especially so when they reflect on what others do well and on how they can do better in their own lives. Spiritual, moral, social and cultural development is, therefore, good. Pupils have an excellent understanding of how to keep healthy and safe. As well as being well prepared for secondary school, they think deeply about issues in the wider world such as war, poverty, famine and inequality.

Standards at the end of both key stages are above average. This is largely because teaching is good, so pupils learn and achieve well. However, when subjects are viewed separately, standards vary. English is a clear strength in the school. It is taught consistently well and the quality of

pupils' work is such that attainment is always above average and sometimes exceptional. Support for literacy is particularly strong and the focus across the curriculum means that pupils have plenty of opportunities to practise and develop skills in other subjects. The good curriculum has been successfully adjusted to ensure that boys' writing improves. Rigorous analysis of data has informed staff that pupils' mental calculation is not as strong as other areas of mathematics. Extra time is now being spent on this in lessons. Even so, standards in mathematics and science are not as consistently high as in English. The main reason is that while in most lessons staff clearly identify what different ability groups should achieve by the end of the lesson, this is not done consistently enough. As a result, some pupils do not reach the higher levels that they could. The school puts a great deal of effort into ensuring that the more able pupils reach high standards and the most able benefit from a good programme for the gifted and talented. However, occasionally, it is less successful in ensuring that other pupils reach the higher levels.

Leaders and managers at all levels have clear expectations about what constitutes good teaching and they monitor and guide performance effectively, achieving good value for money. As a result, good use is made of a variety of activities and methods to interest pupils in their learning. The staff's use of interactive whiteboards is a good example. Pupils' progress is thoroughly assessed and tracked regularly and information gained is used well to plan learning. Pupils are regularly involved in this process. They are positive about the value of their termly targets and how these help them to strive towards higher levels. Activities are often well planned with different individual needs in mind, so pupils with learning difficulties progress well.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The Foundation Stage is led and managed effectively, so provision for children approaching their fifth birthday has improved well since the last inspection. The outdoor area is a rich resource and has been expanded significantly. Outdoor play is well organised and, like indoor activities, is well assessed.

Children achieve well because there is considerable focus on them being responsible for their own learning and data about their progress is used effectively to promote learning. By the end of the Foundation Stage, the majority have exceeded the goals expected for their age. From the outset, staff expectations are high and children improve their organisational skills rapidly. A good range of learning opportunities and a strong emphasis on children choosing activities, recording what they do and sustaining interest and concentration is evident.

## **What the school should do to improve further**

- Ensure that those pupils who need help to reach higher levels of attainment are supported effectively.
- Make clear what pupils of different abilities are to achieve by the end of a lesson.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
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	2

### 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?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

27 November 2007

Dear Pupils

Inspection of Green Lanes Primary School, Hatfield AL10 9JY

What a good school you have!

You make an excellent contribution to it as well as to the local and wider community. I thought the way you develop your personal skills over your time in Green Lanes is outstanding. I was particularly impressed with the way you think and reflect on things and how you are getting on. You see the value of what is done for you by staff, benefit from the good support and encouragement they give and clearly express how you can make things better. It was also good to hear how positive you were about the assessments your teachers make and the targets they set. You think these go a long way to help you and you are right. You enjoy school immensely and the school's programmes of activities, both in school and out of school, motivate you well. Your behaviour is good and your attitudes to school are outstanding.

You make good progress in your learning from the time you enter school to the time you leave. This is because you are taught well by staff dedicated to your learning and well-being. They are also committed to the school doing better and this is one of the key reasons you do as well as you do. It also rubs off on you because you are also loyal to this goal. Mr Pedley, is excellently supported by Mrs Collins and together they work hard with the rest of the staff to make things better each year.

During the inspection, I examined your work and records, talked with staff (and yourselves of course!) and looked at you learning in a few lessons. You are taught well and reach above average standards. You always do well in English - this is a strength of your school. Sometimes though, the levels you reach in mathematics and science are less strong and I have asked the staff to ensure that those of you who need help to reach the higher levels can be supported even more. Also, I think that by staff setting more precise goals for the different groups to achieve in lessons, this will help you progress even further.

Good luck and best wishes

George Derby

Lead inspector