

# Green Lane Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	102569
<b>Local Authority</b>	Kingston Upon Thames
<b>Inspection number</b>	323658
<b>Inspection dates</b>	11–12 March 2009
<b>Reporting inspector</b>	Natalia Power

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	376
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nick Harris
<b>Headteacher</b>	Mrs Emma Smith
<b>Date of previous school inspection</b>	18 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Green Lane Worcester Park KT4 8AS
<b>Telephone number</b>	020 8337 6976

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<b>Age group</b>	3–11
<b>Inspection dates</b>	11–12 March 2009
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**Fax number**

020 8330 7023

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This primary school is larger than average. The proportion of pupils eligible for free school meals is lower than average. Around a third of pupils are from minority ethnic backgrounds, with pupils from Korean backgrounds forming the largest group. More pupils have first languages other than English than is typical, most commonly Korean, Polish and Arabic. A lower than usual proportion of pupils have learning difficulties and/or disabilities. Of these, pupils with moderate learning difficulties form the largest group. The school has achieved a range of awards, including Healthy School and Basic Skills. Two private providers run onsite playgroups, clubs and after school care. The headteacher and deputy headteacher have been in post for a term and a half.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Green Lane provides a satisfactory quality of education for its pupils. It is popular with parents, who recognise the rapid improvement the school is making after a period of turbulence and decline since the last inspection. 'The improvement in the school over the last school year has been amazing', is a typical comment. The present headteacher and her deputy headteacher have made a big difference to the school since their appointment in September 2008. Their passion for change has inspired in staff an equal commitment to improving the school. Though there is still some way to go towards raising standards, especially for older pupils, considerable progress has been made in improving pupils' behaviour and creating, as another parent put it, 'a good learning environment'.

Parents frequently describe the school as 'friendly', and in this supportive environment pupils develop good personal qualities. The school fosters their spiritual, moral, social and cultural development well, and pupils are polite and confident. Pupils report that they feel safe at school and know that any playground incidents will be sorted out by adults or by their peer mediators.

The school makes good provision for the large number of pupils who arrive at an early stage of learning English. These pupils, together with vulnerable pupils and those with additional needs, are well supported and make satisfactory progress. The school works well with external agencies to support pupils and to enrich the curriculum. The school makes a good contribution to promoting community cohesion. Pupils make email contact with others both in Europe and in the Far East, and these links help them to understand the world beyond the school and to play their part in promoting fellowship with young people across the world.

Standards are broadly average. The satisfactory progress that pupils are making in acquiring literacy and mathematical skills prepares them adequately for their future economic well-being. Teaching and learning are satisfactory overall. There is no inadequate teaching, but there is some variation of quality across year groups. Leaders and managers recognise that more needs to be done to bring all teaching up to the level of the best, and to ensure that all pupils, but especially those in Years 3 to 6, have work that is sufficiently challenging to enable them to make faster progress. Senior staff observe lessons regularly, but their evaluations are sometimes over-generous and lack rigour.

Leaders and managers know which groups are doing well and which are falling behind, and respond with good quality extra help, which is particularly successful in raising standards for less able pupils. However, the information gathered about pupils' progress is not always used in the classroom to devise personal targets for pupils. Many pupils, especially those in Years 3 to 6, are not sure precisely what they need to do to improve the quality of their work, and marking does not always offer clear guidance on the next steps.

Leaders and managers have a realistic understanding of the areas where the school needs to develop, and the school's planning has a clear focus on raising standards. However, not all initiatives have yet had a chance to bear fruit. Issues concerning progress, academic guidance and the quality of teaching and learning raised in the last inspection were not sufficiently addressed in the past, but the leadership is now tackling these issues and showing a satisfactory capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Nursery with skills, knowledge and understanding slightly below those expected for their age. Through good teaching they make good progress and, by the end of the Reception year, most children have attained the skills expected for five-year-olds. Children settle happily and confidently to their activities. Tasks are planned well to enable children to follow their own interests as well as join in adult-led activities. Tasks do not always sufficiently develop children's skills in linking sounds and letters. Bilingual learners make good progress because of effective support and good partnership with parents. The parent of one child at an early stage of learning English was delighted by how quickly the child had learnt 'many words and songs'. Children are taught to be considerate towards one another and take turns. Their personal development is good. The provision for children's welfare is effective, and safeguarding procedures are secure. The leadership and management of the Early Years Foundation Stage are good. The staff are knowledgeable about children's needs, and keep good profiles and detailed records of children's progress.

### What the school should do to improve further

- Raise the achievement of pupils in Years 3 to 6 by ensuring that work offers more challenge.
- Monitor the quality of teaching rigorously to ensure that all teaching is consistently good or better.
- Ensure pupils know how they can improve their work through consistent marking and by setting clear and measurable individual targets.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards throughout the school are broadly average, and pupils make satisfactory progress. In 2007 and 2008, Year 2 pupils reached average standards in reading, writing and mathematics, and the proportion gaining the highest available level slightly exceeded the national average. In the same years, however, Year 6 pupils did less well, reaching standards that were just below the average. These pupils had been more affected than other pupils by the period of turbulence in staffing and senior management, when some had been placed in classes with younger pupils and others had had a succession of temporary teachers. School data show that currently pupils throughout the school are making satisfactory progress and reaching broadly average standards. Pupils from all ethnic backgrounds, those who speak English as an additional language, and those with learning difficulties and/or disabilities, are well supported and make progress in line with others.

## Personal development and well-being

### Grade: 2

Pupils are happy, confident and enjoy attending school. As one typically said, 'There are lots of friendly people here.' Behaviour in lessons and around the school is good. This helps to promote a purposeful learning atmosphere in which pupils concentrate hard and apply themselves well to their tasks. Pupils develop effectively as sensible young people, able to distinguish

clearly between right and wrong, and knowing much about how to stay safe and create a healthy lifestyle for themselves. They take responsibility readily, for example as school council members and representatives on their own charity committee. Pupils are tolerant, respect differences and work and play together harmoniously. They show concern for other people by making a good contribution to their own and other communities. They do so by raising money for a variety of good causes and, for instance, working with Help the Aged to support older local residents. Attendance is satisfactory and most pupils are punctual. However, the poor attendance of a small minority of pupils prevents these individuals from achieving their full potential.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers have warm relationships with pupils and manage their behaviour well. Teaching assistants give good support to pupils with additional needs, to help them to keep up with the pace of work. Teachers are confident in their use of information and communication technology (ICT) and use interactive whiteboards well to interest and motivate pupils to learn. There are, however, variations in the quality of teaching. In the best lessons there is a brisk pace, with a good blend of whole-class and group activities, and a high level of challenge. For instance, in one Year 1 writing lesson seen, pupils responded to challenge with palpable excitement in learning. Overall, however, pupils make only the progress expected of their age group, because teachers' expectations are not always high enough.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum fulfils statutory requirements and satisfactorily enables pupils to learn basic literacy and numeracy. ICT is used well across the curriculum. The varied and well-attended clubs help to promote pupils' personal development, and the opportunities for pupils to experience overnight stays, visits and school journeys foster their independence. The school works in effective partnership with local secondary schools and sports clubs to enhance the curriculum and provide good role models for pupils. French is a popular part of the curriculum. The management team has rightly revised the curriculum, identifying basic literacy and numeracy as their key priorities. This development is at an early stage, however, and has not yet had sufficient impact on raising achievement.

### **Care, guidance and support**

#### **Grade: 3**

The pastoral support for pupils and the care they receive are effective features of the school's work. Provision for vulnerable pupils and those with learning difficulties and/or disabilities is particularly strong. The school understands these pupils' needs well and works effectively with external agencies to help them feel secure and make progress in line with others. Effective arrangements are made for pupils who speak English as a second language, which mean that they settle quickly into the school and make progress in line with others. There are good opportunities for pupils to contribute to the life of the school and the wider community. Not enough is done to help pupils to understand how well they are learning. Marking does not always advise pupils how to improve the quality of their work. Pupils have group targets, but

they do not always have the individual targets they need to help them understand how to reach the next level in their work.

## **Leadership and management**

### **Grade: 3**

The leadership team has the support of parents, and one spoke for many when commenting, 'The new management team this year has taken the school by the scruff of the neck and is leading by example and sheer hard work.' This energetic approach has already had a considerable impact on behaviour, ensuring that pupils are receptive to learning. However, leaders and managers do not always monitor teaching rigorously enough to ensure that it is consistent across year groups and sufficiently challenging to promote good learning and raise standards. Governance is a strength of the school, and both established and new governors know the school well and are helping to drive forward change.



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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?	3
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 capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

24 March 2009

Dear Pupils

Inspection of Green Lane Primary and Nursery School, Worcester Park, KT4 8AS

You may remember that inspectors recently visited your school. Two Year 6 pupils showed us around, and their pride in the school was echoed by many of you. We were impressed by how polite and friendly you all are, coming up to us willingly to tell us what you most enjoyed about your learning. Your school is helping you to develop into healthy, confident young people who learn about the world and respect the values of others.

Your school provides you with a satisfactory education. You are fortunate to have exciting opportunities such as giving multi-media presentations in assembly to parents and adults. Your teachers take you on many visits and trips, which broaden your understanding of the world around you, and they give you good opportunities to contact children from other countries to find out more about them.

The adults take care of you and help you to make satisfactory progress in your learning. We have asked them to challenge all of you, but especially those in Years 3 to 6, to do as well as you possibly can. We have asked those in charge to visit more lessons to make sure you are all working as hard as possible. We want your teachers to make sure you all know precisely what you have to do to improve your work. You can help by asking questions if you do not understand what you have to do, and then working as hard as possible to get there.

We know how ambitious all the adults are for your school. They have started by improving behaviour so that you all want to learn. The adults are quickly improving the school and making lots of changes, and I share their confidence that these will soon make a real difference to your progress in your work.

Yours faithfully

Natalia Power

Lead Inspector