

# Green Lane Church of England Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	114219
<b>Local Authority</b>	Durham
<b>Inspection number</b>	325966
<b>Inspection date</b>	5 June 2009
<b>Reporting inspector</b>	Derek Sleightholme

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	218
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>	Mrs Sylvia Bailes
<b>Headteacher</b>	Mrs Paula Ford
<b>Date of previous school inspection</b>	1 March 2006
<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 Barnard Castle County Durham DL12 8LG
<b>Telephone number</b>	01833 690298

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<b>Age group</b>	4–11
<b>Inspection date</b>	5 June 2009
<b>Inspection number</b>	325966

**Fax number**

01833 690316

<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two additional inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the factors contributing to the trend of good results and high standards
- the reasons for the dip in Year 2 assessments in 2008
- the effectiveness of actions taken to improve the curriculum so that pupils have better opportunities to learn independently
- provision in the Early Years Foundation Stage.

Evidence was collected from discussions with senior leaders, governors, the Early Years Foundation Stage leader and pupils. In addition, parts of lessons were observed, school documents, samples of pupils' work and the parents' questionnaires were scrutinised.

Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is an average sized primary school. Almost all pupils are White British with very few at an early stage of acquiring English. The percentage eligible for free school meals is below average. The number of pupils with learning difficulties and/or disabilities has increased and is now above average. Most children are admitted having first attended an on-site privately run Nursery which was inspected separately by Ofsted. The Early Years Foundation Stage provision is a Reception class. The school has a lead role in a partnership with other primary schools providing primary teacher training.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. 'Children thrive at Green Lane and it prepares them very well for the experiences of adult life', is a typical comment that reflects most parents' positive views of the school. The headteacher, who provides the main drive for improvement, has skilfully blended the skills of dedicated staff and teamwork is very effective. The school has built well on its very successful heritage of high standards and personal development sustained over time. It has excellent capacity for further improvement and provides very good value for money.

Achievement is outstanding. All pupils achieve equally well. Current standards in Year 2 are above average in reading, writing and mathematics. Current standards in Year 6 are well above average in English, mathematics and science. The 2008 Year 2 assessments were average. This can be traced to staffing difficulties, now resolved and the slower progress of boys. Prompt intervention by leadership, including provision of additional teaching, has ensured these pupils, especially boys, have made rapid gains and have caught up. Although the 2008 Year 6 results were marginally down on the previous year they remained well above average in English and mathematics and above average in science. More able pupils are challenged very well. The five-year consistent trend of high standards represents exceptional achievement. It reflects school leaders' resolute approach by promoting consistent high quality teaching and introducing a new exciting creative curriculum that stimulates pupils to learn.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. Pupils become well-rounded, mature young citizens. They love their school and the activities it provides. Almost all behave exceptionally well. Attendance is above average. Pupils value being healthy and staying fit. They know a balanced diet and regular exercise make a real difference. Pupils feel very safe at school because they know the staff are very protective, vigilant and most of all approachable. Pupils are listened to in their school serving it well as councillors or playground buddies. Their excellent community contributions include taking part in a poetry competition for local radio. Pupils' outstanding progress in basic skills helps them to prepare very well for the future.

Teaching and learning are outstanding. Teaching demands highly of pupils and keeps them alert and very active. Excellent planning serves the varying needs of pupils very well. Teaching has embraced the new technologies very well and is especially successful in providing pupils with knowledge and skills of information and communication technology that they can use in different subjects. A literacy lesson, enhanced with music, provided Years 5 and 6 pupils with an opportunity to analyse the lyrics of the Beatles song 'Yesterday'. After listening intently to the song they reflected deeply on each other's opinions about the mood being conveyed. Teaching used this skilfully to inspire pupils to write personal high quality poetry. Innovative approaches that promote creativity are a particular strength of the outstanding curriculum. Pupils arriving at school were faced with the sudden, surprise appearance of the wreckage of an alien spaceship that had crashed on to the playground. The damaged craft and 'green footprints' on the yard captured their imagination and led to excellent learning in several subjects. Pupils' knowledge and skills are extended significantly through school visits and highly popular school clubs. Care, guidance and support are outstanding. The warm supportive ethos is built around excellent policies and systems that are implemented consistently. Safeguarding, child protection and risk assessments meet requirements. Pupils with learning difficulties and/or disabilities or at an early stage of acquiring English grow in confidence and make strong progress because they access personal support provided sensitively by skilled assistants. Excellent

academic care flows from the rigorous tracking of progress and prompt use of intervention programmes. Pupils receive excellent guidance in lessons. Older pupils are becoming increasingly confident in judging their own progress.

Leadership and management are outstanding. A particular strength of the revised senior structure is the use of assistant headteachers to steer initiatives in standards or personal development. Leaders set very challenging targets for pupil performance and are ambitious for further success. First-rate monitoring practices lead to accurate self-evaluation. Governance is good. Governors support the school well; some are very experienced while others are still developing their roles. Leaders have evaluated community cohesion well. They have completed a good audit that has helped them to strengthen pupils' understanding of their place in school, the local and wider global communities. Their impact is best illustrated in the attractive murals produced by pupils during a Big Art week that depict these settings and represent well the richness and diversity of modern Britain.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision is good. The welfare of children is outstanding. When children begin Reception their knowledge and skills are typical for their age. Some are admitted with lower starting points in communication and social skills. As a result of careful nurturing, good teaching and learning, most children reach the nationally agreed goals by the end of Reception. Some exceed these expectations especially in language skills and personal and social development. Children enter Year 1 slightly above average and this represents good achievement when compared with their individual starting points.

Children feel happy and safe in Reception. They love the activities. Staff work hard to make learning exciting and planning is effective. Children are encouraged and helped to work well with their classmates. Phonics are taught well in teacher-led sessions. These and other basic skills are not, however, consolidated sufficiently or extended enough by enabling children to make choices and decisions for themselves. The outdoor area is used imaginatively although time spent each day setting it up restricts development. The firm plans for premises developments are designed to enable easier free flow movement between indoor and outdoor areas.

Leadership is good. The leader has established very effective induction and transitional arrangements. Good relationships with parents are fostered. An excellent standard of welfare is promoted through rigorous systems, general vigilance and regular monitoring. Areas for development are appropriately identified.

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

- Improve opportunities for Reception children to consolidate and extend their basic skills through their self-selected independent activities.

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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?	1
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?	1
The capacity to make any necessary improvements	1

**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?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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<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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

8 June 2009

Dear Pupils

Inspection of Green Lane Church of England Controlled Primary School, Durham, DL12 8LG

We inspect many schools. Not many are as outstanding as yours. Thank you for helping us. We enjoyed meeting you, visiting your classrooms, looking at your work and talking to you about your school. You were friendly and polite. We were impressed by your excellent behaviour and good attendance.

These are the things we found out about your school during our visit. All the people who work in school are doing a very good job and it is a really happy place to be.

Your personal development is outstanding. You value being fit and staying healthy. You receive excellent care, support and guidance. This makes you feel very safe because you know the adults will help you quickly. You are thrilled to take part in the exciting activities that make up the outstanding curriculum and out of school clubs. You are a credit to the school in the way you have helped it gain a very good reputation in local festivals and through your impressive fundraising.

The staff set you very challenging targets because they know you will respond positively and can achieve very well and make rapid progress. You play your part by working hard in lessons. Consequently you all make outstanding progress throughout the school. By the end of Year 2 you are above average and by Year 6 your standards are even better being well above average. Well done!

There is one thing the school could do better.

- Improve opportunities for children in Reception to make choices and decisions for themselves when they are learning.

Our very best wishes to you and all the staff who work with you.

Yours sincerely

Derek Sleightholme and Joan Elton

Inspectors