

Green Lane Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 107207 |
| Local Authority | Bradford |
| Inspection number | 336828 |
| Inspection dates | 13–14 October 2009 |
| Reporting inspector | Rosemary Eaton |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 637 |
| Appropriate authority | The governing body |
| Chair | Mr Qasim Khan |
| Headteacher | Mr Kevin Holland |
| Date of previous school inspection | 4 January 2007 |
| School address | Green Lane Bradford West Yorkshire BD8 8HT |
| Telephone number | 01274 774644 |
| Fax number | 01274 774655 |
| Email address | kevin.holland@greenlane.ngfl.ac.uk |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons and held meetings with leaders, governors, staff and groups of pupils. They observed the school's work and looked at displays of pupils' work and samples of their books, assessment information, the school's action plans and a range of policies. Three hundred responses to the parents' questionnaire were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the school's actions to improve mathematics
- what more recent assessment information reveals about children's and pupils' attainment and progress
- how well the school promotes attendance and supports improving behaviour
- the impact of pupils' behaviour on their learning and well-being
- the impact of leadership and management on teaching, particularly in the Early Years Foundation Stage and Key Stage 1.

Information about the school

This is a much larger than average size primary school. Over twice as many pupils as average are eligible for free school meals. Over 95% of pupils are from minority ethnic backgrounds and speak English as an additional language. The largest groups are made up of pupils of Bangladeshi or Pakistani heritage. Around 30 pupils are refugees or asylum seekers. Last year, over 100 pupils joined the school at other than the usual time of admission and over 50 left before the end of Year 6. One in four pupils has special educational needs and/or disabilities. The school manages a designated specialist provision for up to 12 pupils who have statements of special educational need in respect of their speech and language difficulties. The school's awards include the Healthy School's award and Investors in Pupils.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Despite its many good or outstanding features, Green Lane's overall effectiveness is not more than satisfactory. This is because, although pupils make good progress from their very low starting points, their attainment is low, particularly in mathematics. This means that their achievement and outcomes overall are satisfactory, rather than good or better. Leaders' systematic and accurate evaluation of its performance results in carefully constructed and successful plans for moving the school forward. Consequently, for example, attainment is rising and the outcomes for children in the Early Years Foundation Stage are good, having improved significantly since the previous inspection. The headteacher and his deputies spearhead the drive for improvement, ensuring, for instance, that support and training are targeted squarely at priority areas. All this demonstrates clearly the school's good capacity to continue to improve.

Behaviour in class and around the school is outstanding. Pupils work and play happily together, regardless of heritage or faith, reflecting the school's outstanding success in promoting community cohesion. They take their cue from the school's utter determination to eliminate discrimination. 'We don't speak in Urdu or Punjabi in case other children can't understand us and feel isolated.' explained some Year 3 pupils, displaying extraordinary maturity and sensitivity. Pupils are extremely keen to adopt healthy lifestyles and they feel entirely safe in school. The arrangements for their care, guidance and support are exceptionally good. Approaches, such as the school's unremitting and successful efforts to improve attendance, are often innovative. Although the level of attendance is low overall, a great deal of absence is beyond the school's influence and results from the circumstances of individual pupils.

The key to the good progress made by all groups of pupils, including those attached to the designated provision, is the effective teaching they receive. Teachers use assessment information well overall, for example, to direct support towards those pupils who need it most. However, there are too many occasions when tasks are not hard enough for some pupils and so their learning slows. The curriculum for pupils in Years 1 to 6 is lively and engaging, meeting their needs well. Whilst learning opportunities are largely good for children in the Early Years Foundation Stage, the spaces for outdoor learning are not sufficiently stimulating, especially for children in the Reception Year.

What does the school need to do to improve further?

- Raise attainment, particularly in mathematics. In order to help achieve this, the school should ensure teachers consistently set work that stretches all pupils and enables them to make fast progress, including during the parts of lessons when all

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the pupils are gathered together.

- Improve the provision for outdoor learning in the Early Years Foundation Stage, especially in the Reception Year.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

In lessons, pupils are very well motivated to learn. They behave extremely well so everyone can work without interruption. Pupils listen carefully and respectfully to their teachers and when their classmates are speaking. During most lessons, they move on quickly, building successfully on their previous learning. From time to time, the learning of particular pupils is no better than satisfactory. This is usually because the tasks set do not require every pupil to think and work hard enough. In these instances, individuals mark time rather than making good progress during the lesson. Pupils really rise to the occasion when faced with challenging work. The more-able Year 5 pupils were extremely keen and well organised as they worked together to identify patterns in multiplication tables. However, they were hampered by weak basic skills in mathematics. By the end of Year 6, national test results show that attainment is low overall and especially in mathematics. This is confirmed by inspection evidence, including the school's detailed analysis of assessment information, and explains why achievement is no better than satisfactory. However, the trend is one of improvement, with last year's Year 6 pupils exceeding the school's expectations in English, mathematics and science. Because children in the Early Years Foundation Stage are now making good progress, the current Year 1 pupils' starting points are higher than those of Year 1 pupils in previous years. All groups of pupils, including those with special educational needs and/or disabilities, make equally good progress. The good progress made by pupils in the designated provision and those in the early stages of learning to speak English as an additional language, is enhanced by the way their self-confidence blossoms so they are willing to speak out and practise their skills.

Pupils take their responsibilities seriously, whether carrying out jobs in the classroom or acting as 'buddies' or school councillors. They regularly raise funds to help others, through events such as a non-uniform day to support Comic Relief. Most pupils attend school regularly, other than when they are ill or have obligations related to their faith. Attendance overall is also affected adversely by the high numbers of pupils who are transient, but who remain on the school's roll for 20 days after their families have moved away. Pupils' very strong work ethic, good academic progress and well-developed skills in information and communication technology help to prepare them satisfactorily for the next stage in their education. They gain an excellent knowledge of how to stay healthy. Year 6 pupils are not only enthusiastic about keeping fit but they also understand the impact of exercise on their bodies and minds. Pupils' cultural development is exceptional. Their deep understanding of their own faith and heritage is combined with an excellent degree of appreciation of, and respect for, the beliefs and

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traditions espoused by others within and beyond the school community.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 4 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 4 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Lessons are characterised by the extremely positive working relationships between adults and pupils, which encourage pupils to do their best. Teachers frequently plan interesting lessons involving changes of activity and requiring pupils to learn in different ways, such as through role play and discussions. Teaching assistants are fully involved in promoting learning. Like teachers, they are skilled at asking questions to enable pupils to be independent learners and think things out for themselves. There is sometimes less effective use of questions when pupils are together at the start and end of lessons. In these instances, teachers may miss opportunities to probe the extent of pupils' knowledge and understanding, for example, by asking the more-able pupils a searching question, so tasks can be fine-tuned to match what individuals or groups need to learn next. At present, there is not always enough difference between the tasks set for particular groups of pupils, for example, the most able and those who are working at lower levels.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils remark that they particularly enjoy the lessons that are linked to topics such as 'Habitats' or 'Bradford, Past and Present'. This more flexible approach to planning is developing well. Visits extend significantly pupils' knowledge and understanding and create a shared platform on which to build learning, so all groups have equal opportunities. For example, older pupils made very effective use of their visit to the Haworth Parsonage Museum as they set about writing biographies of Charlotte Bronte. A wide range of activities outside the school day, including dance, sports and gardening, enhance learning and are well attended. Around 200 pupils regularly meet at the Booster Classes, learning mathematics and English before enjoying less formal activities. Pupils who have missed school for some reason are strongly encouraged to attend and catch up with work. Special days and weeks are devoted to themes such as International Week and provide an extra boost to learning. The playgrounds do not offer very many resources to help pupils make constructive use of their leisure time.

In discussions, pupils were unanimous in their praise for the way in which the school cares for each one of them. The most vulnerable pupils are supported exceptionally well with varied approaches tailored to their individual needs. For example, individuals may receive counselling or be given support to help them manage feelings of anger. Behaviour is tracked carefully throughout each day with links to a programme of social and emotional aspects of learning and work within the Investors in Pupils framework. There are excellent arrangements to help new pupils settle in and to smooth transition from one class to the next. Pupils in the early stages of learning to speak English as an additional language are provided with high quality support. Good attendance is promoted extremely consistently and vigorously. The school works closely with a wide range of agencies, for example, to help families meet pupils' medical and welfare needs. Pupils are taught how to wash their hands correctly, in an effort to reduce the spread of illness and associated absence.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Leaders, staff and governors are united in their determination to raise attainment. Through firm action and carefully tailored support for individuals, leaders have successfully driven improvements in the quality of teaching in the Early Years Foundation Stage and in Key Stage 1, which was previously less effective than teaching in Key Stage 2. Although some inconsistencies occur in teachers' practice and

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effectiveness, systematic monitoring activities, involving leaders at all levels, have pinpointed these aspects and just where further improvement is needed. Every aspect of the school's work is rooted in its commitment to providing equal opportunities for every pupil. Assessment information is analysed rigorously to ensure that no groups are being disadvantaged. Special arrangements are made to accommodate pupils who have needs or home circumstances that might prevent their experience of school being less positive than that of others. Safeguarding procedures are good. The school ensures that staff are well trained to respond quickly and correctly when they have concerns. The promotion of community cohesion is exceptional. The school has an extremely clear understanding of its own community and how this compares with others. As a result, for example, pupils have links with schools serving communities very different to their own, in England and abroad. Pupils form a remarkably cohesive school community, appreciating that they need to ensure that, 'no one feels left out'. The school provides satisfactory value for money, reflecting pupils' outcomes.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The large majority of children enter the Nursery with skills that are far below the expectations for their age. Good teaching and careful planning, based on accurate assessments of their learning, mean that all children make good progress in each aspect of learning. Despite this, children are still well below the age-related expectations when they reach the end of the Reception Year. Opportunities for play and the sense of security established by staff enable children to gain self-confidence and self-esteem. In

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turn, these developments help children to make good progress in their learning. For example, they cooperate together and do their best to be independent. Effective links with parents ensure children settle in quickly. Thereafter, the staff teams work closely together to support children and record their progress. Bilingual assistants make a significant contribution to the progress made by those children in the early stages of learning to communicate in English. In addition to activities led by adults, children have plenty of opportunities to choose their own resources and tasks. They are occasionally left to their own devices for too long without adult intervention. The leader has overseen the improvements since her appointment, for example, the way in which progress is tracked, and these have led to better outcomes for children. She has identified clear actions to ensure continuous improvement including the necessary enhancements to the outdoor learning environment.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Parents' views as expressed during the inspection are generally very positive. Most are happy that their child enjoys school and is kept safe, reflecting the inspection findings. A very small number of parents referred to bullying as a problem, but inspectors found no evidence to suggest that this is the case. Inspectors do agree with the very small minority of parents who think their child may not be reaching high enough standards in English and mathematics. Inspectors have asked the school to improve pupils' attainment.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Green Lane Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 300 completed questionnaires by the end of the on-site inspection. In total, there are 637 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 320 | 54 | 258 | 43 | 12 | 2 | 4 | 1 |
| The school keeps my child safe | 358 | 60 | 226 | 38 | 10 | 2 | 2 | 0 |
| The school informs me about my child's progress | 298 | 50 | 256 | 43 | 30 | 5 | 8 | 1 |
| My child is making enough progress at this school | 260 | 44 | 288 | 49 | 32 | 5 | 6 | 1 |
| The teaching is good at this school | 314 | 53 | 258 | 43 | 18 | 3 | 2 | 0 |
| The school helps me to support my child's learning | 288 | 48 | 260 | 44 | 38 | 6 | 6 | 1 |
| The school helps my child to have a healthy lifestyle | 276 | 46 | 300 | 50 | 10 | 2 | 4 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 212 | 36 | 336 | 58 | 16 | 3 | 2 | 0 |
| The school meets my child's particular needs | 240 | 40 | 324 | 55 | 18 | 3 | 4 | 1 |
| The school deals effectively with unacceptable behaviour | 298 | 50 | 268 | 45 | 24 | 4 | 4 | 1 |
| The school takes account of my suggestions and concerns | 222 | 38 | 320 | 54 | 30 | 5 | 6 | 1 |
| The school is led and managed effectively | 252 | 43 | 312 | 53 | 12 | 2 | 4 | 1 |
| Overall, I am happy with my child's experience at this school | 296 | 50 | 274 | 46 | 22 | 4 | 2 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 October 2009

Dear Pupils

Inspection of Green Lane Primary School, Bradford BD8 8HT

Thank you for making us so welcome when we inspected your school. It was a real pleasure to meet you and see your lessons and playtimes. We found many aspects of your school are good or outstanding. However, we judge it to be satisfactory, because at present you do not all reach the levels you should, in English, mathematics and science.

You all make good progress and this is because you have good teaching. We were extremely impressed with your behaviour and the way you all get on so well together, respecting each other's beliefs and cultures. You are each a credit to your school and your families. You know a huge amount about being healthy and told us you always feel safe in school. We agree that the school takes exceptional care of you.

Your headteacher and all the staff are working very hard to help you reach higher levels in your work, especially in mathematics. We have asked them to keep up their efforts. We noticed that sometimes the work you have is not quite difficult enough and we want the school to make sure you all have to try hard all the time. We hope that you will say if your work is too easy – or too hard, of course. We have also asked the school to improve the outdoor areas used by the Nursery and Reception children.

We send our very best wishes to all the adults and each one of you.

Yours sincerely

Mrs Rosemary Eaton

Lead inspector

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