

Lane Green First School

Inspection report

Unique Reference Number	124174
Local Authority	Staffordshire
Inspection number	359598
Inspection dates	7–8 March 2011
Reporting inspector	David Driscoll

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

Type of school	First
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	152
Appropriate authority	The governing body
Chair	Julie Whitehouse
Headteacher	Kathryn Bailey
Date of previous school inspection	27 February 2008
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Introduction

This inspection was carried out by three additional inspectors who observed 19 lessons taught by 8 teachers. They held meetings with groups of pupils, parents, carers, staff and members of the governing body. Inspectors observed the school's work and looked at records of pupils' progress and attendance, the school's development plan, records of checks on teaching and documents relating to the safeguarding of pupils. They also analysed responses to questionnaires completed by staff, pupils and 58 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are procedures for improving attendance proving effective?
- Are pupils in Years 1 and 2 making as much progress as those in other years?
- Are evaluations of provision in the Early Years Foundation Stage firmly rooted in an analysis of children's progress?
- Is progress in mathematics as good as that in English in Years 3 and 4?

Information about the school

The school is of smaller than average size, with significantly more boys than girls on roll. Almost all of those pupils whose parents and carers provided information come from a White British background. The proportion of pupils with special educational needs and/or disabilities is above average, although the proportion with a statement of special educational needs is low. Most pupils with special educational needs and/or disabilities have difficulties relating to speech, language and communication. The school also provides a base for a satellite of the Bilbrook Children's Centre. This is privately managed and subject to a separate inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has shown considerable improvement since it was last inspected as a result of the strong leadership of the headteacher. The school's success is firmly rooted in accurate self-evaluation, which allows the school's leaders to identify and successfully tackle areas of weakness in its performance. It is these attributes that ensure that the school has good capacity to continue its improvement.

The jewel in the school's crown is the outstanding provision for children in the Early Years Foundation Stage. Here, planning is exemplary in providing children with a highly individualised education that meets their needs exceptionally well. The provision goes from strength to strength as even the smallest areas for improvements in children's progress are analysed and improved. The resulting improvements in attainment and attitudes are not fully built upon in Years 1 and 2, where progress is satisfactory. The higher attainers in particular are sometimes given tasks that they find too easy, while teachers do not always ensure that others are concentrating on their work. Pupils' progress improves again in Years 3 and 4 to a good level, so attainment is above average and they are well prepared for the next stage of education by the time they leave school. Progress in English in Years 3 and 4 is particularly good as a result of teachers' high expectations of pupils' of all abilities and the emphasis that is placed on developing literacy skills in other areas of the curriculum. Most pupils in these years are making good progress in their mathematics too. The school has introduced a weekly session, called 'maths challenge', where pupils are given more practical, open ended, problem-solving activities and this has boosted the performance of the higher attainers. However, the same techniques are not always used in other mathematics lessons, where the progress of higher attainers is sometimes slower than others.

Most aspects of pupils' personal development are also good, and they say they feel exceptionally safe in school. Every parent, carer, and pupil responding to the questionnaires was entirely happy with this aspect of the school's provision, especially the way that the school cares for individuals. Pupils also have an exceptional understanding of how to assess situations for risk, as they are given many opportunities to carry out such activities across the curriculum. Pupils' behaviour is exemplary in formal situations, such as assemblies. These also allow pupils to demonstrate their good spiritual development, such as when they volunteer to lead prayers without any preparation. The only aspect of personal development that does not reach a good standard is pupils' attendance, which is improving slowly and is average. The school's leaders are not as rigorous in analysing data on attendance as they are on pupils' achievement, so actions to improve are not always taken at the earliest possible opportunity. Members of the governing body receive reports on attendance, and are responsible for authorising holidays longer than ten days in term time. However, the reports are not frequent enough to keep a close eye on trends, which could prompt them to further actions.

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What does the school need to do to improve further?

- Improve attendance to an above average level by July 2012 by:
 - analysing data more frequently and in greater depth to identify emerging patterns of poor attendance
 - taking action at an earlier stage when an individual's falling attendance is identified
 - increasing the involvement of members of the governing body in monitoring and promoting attendance.
- Improve the progress of pupils in Years 1 and 2 to a good level by:
 - matching work more accurately to the needs of higher attaining pupils
 - ensuring all pupils are on task at all times.
- Increase the progress made by the most able pupils in mathematics in Years 3 and 4 by extending the use of techniques from the weekly 'maths challenge' sessions to other mathematics lessons.

Outcomes for individuals and groups of pupils

2

Pupils very much enjoy coming to school, where they achieve well. These views are very much endorsed by parents and carers. Children's attainment is well below the level expected for their age when they join the nursery. Many have speech and language difficulties which restrict their progress in other areas of learning. However, the outstanding education they receive ensures they make exceptional progress over two years and their attainment on joining Year 1 continues to rise and is now above average. Most pupils in Years 1 and 2 make satisfactory progress, although those with special educational needs and/or disabilities do well. Their progress is better because they receive good quality support from teaching assistants in lessons, who continually question them to test their understanding. Furthermore, the one to one and reading recovery sessions they attend are taught by qualified teachers who are well trained in the specific techniques needed to help such pupils overcome their difficulties.

Good learning was observed by inspectors in lessons, where boys and girls made equally good progress. Pupils arrive at lessons ready to learn and keen to get on with their work. Higher attainers very much enjoy the opportunities to tackle problems, where they demonstrate the good levels of independence that are common across the school. This is particularly true of the guided reading lessons in Years 3 and 4, where individuals use computers to develop their comprehension skills to a high level without any direct supervision. Pupils pay close attention to their teachers, and behaviour is consistently good in Years 3 and 4. Good social skills are evident in the quality of discussions and cooperation between pupils when working in groups.

Pupils have a good understanding of different cultures, with even children in the reception class able to explain about major festivals celebrated by different faiths. Pupils take part in many activities within the local community, with members of the school council acting as particularly strong ambassadors for the school. Pupils hold a good set of common values, and are particularly effective at resolving any minor disputes that may arise in the playground. Their high attendance at extra sporting activities and clubs, both in and out of

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school, is testament to pupils' good understanding of the importance of leading a healthy lifestyle.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Pupils always know exactly what they are to do in lessons because teachers phrase the objectives in simple language and check that all understand what they mean. The activities are invariably backed up by well chosen resources, which also provide and enhance pupils' education on a wider front. For example, books are chosen not just to help pupils learn to read, but also to learn about how people from other cultures live their lives. In all lessons there is a strong focus on reinforcing accuracy in the use of language, which helps to raise achievement in English.

The curriculum is based on accurate assessments of pupils' attainment, and plans aim to build upon these so all can make the best progress. Sometimes, plans are not fully put into practice for higher attainers. The practice of giving all pupils something to work on as a weekly project has worked very well in boosting the performance of higher attainers in English. The 'author of the week' challenge has led to them reading more widely and developing a love of books that boosted their performance in writing too.

The school pays close attention to the welfare of all pupils. Those whose circumstances may make them vulnerable are particularly well monitored, and good support is provided

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for them whenever the need arises. Transition arrangements on joining nursery, moving through the school and preparing for middle school are all very effective. The breakfast club is valued by parents and carers. It provides a good healthy start to the day, with a stimulating mix of activities.

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	2

How effective are leadership and management?

The headteacher has developed the staff into an effective team, who all share a drive to improve the school still further. Checks on the quality of teaching are accurate and clearly identify areas for improvement, even in the very highest quality lessons observed in the Early Years Foundation Stage. Subject co-ordinators play a full role in such monitoring, while data from assessments, very carefully analysed by the bursar is used to check the progress of classes and identify individuals who need extra support. Staff are keen to adapt their teaching in the light of feedback they receive. Their morale is high as the results of improvements become clear in raised achievement. The negligible gaps in performance of different groups in the school are evidence of the school's good practice in ensuring equality, which is further enhanced by the strong line taken to tackle discrimination. Members of the governing body are well informed about the school's main strengths and weaknesses, and make a particularly good contribution to drawing up the development plan. They ensure that the school meets all requirements for safeguarding, and there is exemplary practice in the compilation of the record of checks on suitability of staff, which goes well beyond that which is required by law.

The good audit of needs relating to community cohesion has enabled the school to draw up plans that are adapted well in the light of changing circumstances of the school population. Effective provision is provided through well chosen resources and special events, such as community cohesion week, where pupils compare their own lives to those of others from different backgrounds. The partnership with the Children's Centre has provided a facility where parents and carers feel comfortable in coming to school, which has then boosted their confidence in taking advantage of the good lines of communication that are open to them to raise other matters. Parents and carers strongly praised the way the school responds to their concerns.

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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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children express huge enjoyment at coming to school, because they find their activities and environment stimulating and exciting. They arrive each morning to a new environment, as the staff change key features at the end of every day. There is always something new to discover. For example, questions such as what links the items in the sand pit? or what sound do all these objects start with? Children enjoy relationships with the staff that are of the very highest quality. They trust them and develop an exceptional degree of self-confidence in contributing their ideas as to what they could be learning about. Children feel very safe in the highly secure environment, where safeguarding is made the top priority. A relatively high proportion of children have special educational needs related to speech and language. The partnership with the Children's Centre has led to a therapist being employed to work with specific children, who have made remarkable progress in their literacy. This has now been extended to all pupils, and all staff have been trained in the same techniques. As a result, outstanding gains are made by pupils not only in literacy, but also in their personal development as they are able to communicate their views and feelings much more easily. All this is at no cost to the school, so providing outstanding value for money. All children are treated as individuals. Lesson plans are exceptional in the detail they provide on the activities used to promote the learning of individual children across all areas of learning. They are very firmly rooted in detailed and highly accurate assessments of every child.

The key to success lies in excellent leadership and management. All staff work very well as a team and share the same level of commitment to the children as the Early Years Foundation Stage manager. Her outstanding knowledge of the requirements of the Early Years Foundation Stage are used to train staff to a high level, while all supporting documentation such as risk assessments and guidance on procedures are comprehensive. From the moment that parents and carers receive their 'welcome patchwork quilt', to

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decorate with items relating to their children, they feel part of the school and cannot praise it enough for the impact it has on their children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Those parents and carers who responded to the questionnaire are very happy with all that the school provides. They hold views that are similar to those of the inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lane Green First 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 152 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	72	15	26	1	2	0	0
The school keeps my child safe	47	81	11	19	0	0	0	0
My school informs me about my child's progress	34	59	23	40	1	2	0	0
My child is making enough progress at this school	40	69	16	28	2	3	0	0
The teaching is good at this school	41	71	15	26	1	2	0	0
The school helps me to support my child's learning	34	59	23	40	0	0	0	0
The school helps my child to have a healthy lifestyle	37	64	21	36	0	0	0	0
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)	34	59	19	33	0	0	0	0
The school meets my child's particular needs	36	62	21	36	1	2	0	0
The school deals effectively with unacceptable behaviour	37	64	19	33	0	0	1	2
The school takes account of my suggestions and concerns	32	55	25	43	0	0	1	2
The school is led and managed effectively	42	72	16	28	0	0	0	0
Overall, I am happy with my child's experience at this school	46	79	11	19	0	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



9 March 2011

Dear Pupils

Inspection of Lane Green First School, Wolverhampton, WV8 1EU

Many thanks for all the help you gave us when we visited your school. You all told us how much you like coming to school, and especially how safe you feel. We were very impressed by the way that you check for yourselves how safe a situation is and know what to do when it is unsafe.

You go to a good school where you learn well. The youngest children get off to an outstanding start because the activities they are given are planned for each of them as individuals. Your progress in Years 1 and 2 is satisfactory, and it is good in Years 3 and 4. You sometimes find the work easy in Years 1 and 2, so we have asked your teachers to make sure that you are always given tasks that you will find challenging, but that you can succeed in if you try your best. Although you usually behave well, exceptionally so in assemblies, some of you in Years 1 and 2 do not always concentrate on your work. So we have asked your teachers to make sure you are always doing the work you should be doing. You can help, by trying your best at all times. You told us how much you enjoy the extra challenges you are given, through things like 'maths challenge'. We agree that these help you to learn more quickly, especially the most able among you. We have asked your teachers to try to use a similar approach in lessons too, so the most able of you can make as much progress in mathematics as you do in other subjects. One area that can still be improved further is your attendance. This is average, but not as good as all the other areas of your education. We have asked the headteacher to check your attendance more carefully and contact your parents and carers as soon as any problems arise. We have asked the governors to help in this too.

Your school is getting better and better all the time. The headteacher and those who help her to run the school are good at spotting what could be improved, and then doing something about it.

Yours sincerely

David Driscoll

Lead inspector

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