

Green Lanes Primary School

Green Lanes, , Hatfield, AL10 9JY

Inspection dates 13–14 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From starting points that are often below those expected for their age, especially in communication skills, pupils make good progress and achieve well. The older pupils have made marked progress in mathematics as this subject has been a focus for improvement.
- Teaching is good as a result of training and support provided by the school. Pupils say that teachers make learning fun and challenging. They have good opportunities to discuss their ideas and work together.
- A major strength is the provision for disabled pupils and those who have special educational needs.
- Pupils behave well and enjoy attending school. They feel safe and have a strong awareness of different forms of risk.
- The range of subjects taught has a strong impact on pupils' spiritual, moral, social and cultural development
- The headteacher leads the school well. She has a clear understanding of the school's strengths and areas for improvement and is well supported by senior leaders and the governing body in improving teaching and raising standards.

It is not yet an outstanding school because

- Progress is not as rapid for Key Stage 1 pupils in writing and mathematics.
- Work is not always set at the right level for all pupils.
- Marking of pupils' work does not always tell them precisely what they need to do to improve.

Information about this inspection

- The inspectors observed 21 lessons taught by 11 teachers. Four of the lessons were observed jointly with the headteacher and deputy headteacher.
- The inspection team scrutinised a range of documents, including the school’s plans for improvement, minutes from meetings held by the governing body and policies about keeping children safe. The team members also examined the work in children’s books and a range of data about their progress.
- The inspectors heard groups of children read.
- Discussions were held with pupils, teachers, the headteacher, senior leaders and a group of governors. The inspector also met with a representative of the local authority.
- Since the last inspection there has been a new headteacher and Chair of Governors.
- The views of 86 parents were analysed through the Parent View website. The inspectors also took account of comments made by parents they spoke to at the start of the school day.
- The inspectors considered the views expressed in questionnaires by members of staff.

Inspection team

Joanne Sanchez-Thompson, Lead inspector	Additional Inspector
Michael Thomas	Additional Inspector
Linda Baily	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportions of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- Most pupils are White British.
- The proportion of pupils supported through the pupil premium, including those known to be eligible for free school meals, is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Two privately managed childcare settings share the school site. They are both inspected separately by Ofsted.

What does the school need to do to improve further?

- Ensure that more teaching is outstanding by:
 - making sure that all teachers have high expectations when planning and teaching lessons so that work is suitably challenging for pupils of all abilities
 - refining the current marking and feedback system so that it provides more detailed guidance to pupils on what they need to do to improve the quality of their work and reach higher levels.
- Increase the rates of progress made by pupils in Key Stage 1 by:
 - giving pupils more regular and systematic practice in writing at length in all subjects
 - planning more opportunities for using and applying mathematics in real-life situations.

Inspection judgements

The achievement of pupils is good

- In all classes pupils have positive attitudes to learning. They respond well to the many opportunities they have to talk about their work with a partner.
- When children first begin school, their skills are generally below those expected for their age. They make good progress in the Reception classes as a result of the consistently good teaching and by the end of the year the majority have reached average standards in most areas. Provision to improve writing skills is having a positive impact but pupils' attainment in this area remains below the expected level for their age.
- The linking of letters and sounds (phonics) is taught well across the school and pupils make good progress. Results in the Year 1 phonics screening check in 2012 were similar to the national average. Pupils become confident readers and by the end of Year 6 read a wide range of books fluently and with enjoyment. They use their skills to find information effectively and can discuss which books and authors they enjoy and why.
- Pupils' attainment at the end of Year 2 is broadly average. While almost all pupils make at least expected progress from their starting points and some make good progress, opportunities are sometimes missed to move more-able pupils on quickly in writing and mathematics.
- Progress accelerates in Key Stage 2. In 2012, Year 6 pupils made good progress in English and excellent progress in mathematics. Pupils in other years are also making good progress.
- Disabled pupils and those who have special educational needs are making good progress. They benefit from well-focused support in class and from the additional time they spend in the 'Treetops' learning area. Staff are quick to act on any concerns by seeking advice within school. There are good links with support services in the local authority and so pupils get the right sort of help to overcome their difficulties.
- Pupils supported by the pupil premium make the same good progress as other pupils. Their attainment when they leave school matches that of their classmates in mathematics. They are one term behind in reading and two terms behind in writing. The funding has been used well to provide intervention programmes and individual tuition. There is also support from mentors to enable pupils to develop their social and organisational skills.

The quality of teaching is good

- The best teaching is helping pupils to make good progress. Most staff have high expectations of what children can achieve and plan work which offers a suitable challenge to pupils of all abilities. Lessons include interesting, creative and active tasks which motivate pupils. In a Year 6 mathematics lesson, for example, pupils developed their understanding of units of measure by predicting length and then testing their predictions by measuring objects around the school. They rapidly developed their confidence and accuracy as well as behaving maturely as they moved about the environment.
- There are occasions where tasks are not tailored well enough to what pupils already know and are able to do. As a result, not all pupils achieve as well as they might.

- Consistently good teaching in the Reception classes includes an emphasis on basic skills with interesting games and activities. Children are purposefully engaged and develop their independence and social skills well.
- Written feedback to pupils on their work is very regular and they are given time each day to respond. They appreciate this and say they find it useful. While this system highlights strengths and common errors, it does not consistently provide clear guidance for pupils, particularly the more able, on what they need to do to improve the quality of their work.
- The use of assessment is good. The school has developed robust ways of checking that teachers' assessments are accurate, including internal comparison of pupils' work and external checking. Teachers have regular meetings with senior leaders to discuss pupil performance. As a result, any possible underachievement is tackled quickly.
- Teaching assistants provide very effective support to individuals and groups of pupils. This is particularly the case when working with pupils who have disabilities or special educational needs.
- The high quality environment reflects the school's commitment to the promotion of pupils' spiritual, moral, social and cultural development. Displays and artwork showcase and celebrate pupils' achievements in all areas of school life, for example the Star of the Week award recognises pupils who have put in extra effort.

The behaviour and safety of pupils are good

- Excellent relationships are evident in lessons and around the school. Pupils have positive attitudes to lessons and enjoy their learning. They say they like 'everything' about school, especially their teachers and teaching assistants. They are courteous, well mannered and respectful towards adults and towards each other. Attendance has improved and is now average.
 - Parents, pupils and staff all express positive views about behaviour. Pupils agree there is a consistent, and appreciated, approach to rewards and consequences in all classrooms and around the school. As a result, instances of inappropriate behaviour are rare.
 - Pupils concentrate well in lessons although, occasionally, when activities are not challenging enough some younger children can lose focus on their task.
 - Pupils are very aware of the various forms of bullying including through mobile phones and emails. They understand how to prevent and deal with minor incidents themselves and are confident that other issues will be resolved quickly and effectively by staff.
 - Pupils say they feel safe and secure and their parents agree. They understand how to keep themselves and others safe in a range of circumstances including when using computers.
 - Pupils are very proud of their school. All of them would recommend it to another pupil. They are always willing to take on responsibilities in lessons or around school, such as being Assembly or Playground Buddies, or members of the school council.
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The leadership and management are good

- The headteacher has an accurate view of the school's strengths and areas for improvement. She has high aspirations, giving the school a firm focus on raising achievement. She has the full support of staff and governors alike. One member of staff says, 'Everyone is challenged and supported to do their best'.
 - The school development plan has the correct initiatives to develop the school further. The criteria for determining success could usefully be more measurable and closely linked to the information the school has about pupils' achievement.
 - The use of performance information in tracking pupils' progress is good. This information is used accurately and effectively to address any underachievement quickly. Subject leaders are involved in analysing progress data and other evidence and are then able to plan suitable actions to address any weaknesses.
 - The monitoring of the quality of teaching by senior leaders is robust. It has been used successfully to identify whole school and individual strengths and areas for development and is closely linked to the Teachers' Standards and the management of staff performance.
 - The school promotes pupils' spiritual, moral, social and cultural development well. Pupils' knowledge of other cultures has been extended by visits, such as those to the Sikh temple, and by visitors to school. The annual Diversity Week makes a striking contribution to pupils' understanding of others' lives and beliefs. Discrimination is not tolerated.
 - The range of subjects taught is enriched by a wide variety of after-school clubs. For example, pupils can learn to touch type, play tennis or tend a garden. Year 6 and Year 4 also have opportunities to develop their independence and social skills through residential visits. The school ensures that all pupils have equal opportunities to succeed.
 - Safeguarding systems fully meet requirements. All necessary checks are completed and staff and governors have received the appropriate level of training.
 - The local authority has provided good quality support and training, which have enabled the school to improve the quality of teaching and learning. It has also supported the school's focus on ensuring accurate assessment.
 - **The governance of the school:**
 - The governing body has a good understanding of the strengths and areas for development of the school. The governors understand the information they receive about pupil progress and how well the school compares to others so they are able to hold the school to account. As a result of their own regular visits to the school and reports from the headteacher, they know about the quality of teaching and ensure that teachers' performance is well managed. They know what the school is doing to reward good teaching and tackle any underperformance. The governors ensure that the school's finances are well spent and they have a good understanding of how the school uses its pupil premium and the impact this has on outcomes for eligible pupils. Governors attend training sessions, including for safeguarding, to ensure that they keep up-to-date with developments and are able to provide challenge and support for the school. They make sure that safeguarding policies and practices meet national requirements.
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What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117105
Local authority	Hertfordshire
Inspection number	403305

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	The governing body
Chair	Mark Davis
Headteacher	Michelle Johnson
Date of previous school inspection	26 November 2007
Telephone number	01707 262556
Fax number	01707 258208
Email address	admin@greenlanes.herts.sch.uk

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