

# Inspection of Green Lane Primary School

Green Lane, Manningham, Bradford, West Yorkshire BD8 8HT

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Inspection dates:	3 and 4 December 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Joanna Baxendale. The school is part of The Priestley Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mathew Atkinson, and overseen by a board of trustees, chaired by Peter Lambert. There is also an executive headteacher, Bryan Harrison, who is responsible for this school and one other.

## **What is it like to attend this school?**

Pupils love all aspects of Green Lane Primary School. They feel happy and safe. They enjoy their lessons and the weekly active enrichment activities like bike riding, climbing, and caving. They say they feel very lucky to come to this school every day.

Relationships between staff and pupils are warm and caring. Staff know the pupils well and take good care of them. The school is welcoming to all pupils and their families. Difference and diversity are celebrated.

The school aspires for all pupils to achieve well. Effective improvements to the curriculum are having a positive impact. However, this is not yet reflected in the provisional key stage 2 published results from national assessments. The school encourages all pupils to try their best. 'Powerful learners' are celebrated at weekly assemblies.

A high proportion of pupils arrive throughout the year. Many speak English as an additional language. The school takes time to get to know all pupils on their arrival. This means pupils receive the correct adaptations to support their understanding of English and provide for any additional needs.

Pupils' behaviour is good. They conduct themselves well in lessons and at social times. Pupils know to share any worries or concerns with a trusted adult. Starting in the early years, pupils quickly learn the school routines and expectations.

## **What does the school do well and what does it need to do better?**

The school ensures pupils learn to read well. Reading is an important part of every day for every pupil. Staff are highly skilled and teach phonics with great enthusiasm. Pupils who need additional support receive it regularly. When pupils become fluent readers, they enjoy the rich range of texts available to them in classroom collections and the much-celebrated new library.

The school has redeveloped the curriculum in many areas. Pupils benefit from the improvements that have been made. The school has identified the key knowledge pupils should learn. The curriculum is carefully sequenced from the early years to Year 6.

In mathematics, pupils learn well. They have regular opportunities to recall prior learning. Regular additional arithmetic sessions support pupils to recall prior learning. As a result, pupils develop their fluency skills in mathematics. Gaps in pupils' mathematics knowledge are identified and addressed. However, in some areas of the curriculum, gaps in pupils' knowledge are not consistently identified, and pupils' knowledge builds less securely over time.

The school ensures that pupils' needs are identified effectively. Pupils with special educational needs and/or disabilities (SEND) benefit from well-considered support that helps them to achieve well, and they play a full part in the life of the school, taking on leadership roles such as 'reading buddy' for example.

In the early years, the children have a wealth of opportunities to explore and learn both indoors and out. Children demonstrate deep concentration on their tasks. Children are able to share and play together successfully. For example, children were making hot chocolate in the mud kitchen, sharing utensils, and searching for suitable marshmallows. Children in the early years respond positively to the calm, nurturing approach of the adults.

There is a well-considered programme for pupils' personal development. This begins in the early years, where staff teach children to understand the importance of eating healthy snacks and brushing their teeth. Pupils have a clear understanding of fundamental British values, healthy relationships, and equality. Staff promote the importance of maintaining positive mental health to pupils. 'Well-being warriors' show pupils how to keep calm with different breathing techniques. They benefit from a range of educational visits that enrich their learning in the curriculum. Pupils had recently enjoyed a visit to the Houses of Parliament linked to their work on democracy.

Securing high attendance is a priority for the school. Attendance is improving over time because leaders are vigilant. They quickly and effectively challenge and support families where this is needed.

The trust has an ambitious vision for the school. Leaders, including trust leaders and those responsible for governance, have an accurate understanding of the school's strengths and what needs to be better. They have a clear strategy to ensure the school continues to move forward. After a period of instability and a decline in standards, leadership has been strengthened. The school is now stabilised and rapidly improving. Staff morale has increased significantly. They are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some areas of the curriculum, gaps in pupils' knowledge are not consistently identified. This means pupils' knowledge builds less securely over time. The school should develop an effective approach to ensure gaps in pupils' knowledge are consistently identified.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143573
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10346654
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	573
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Lambert
<b>CEO of the trust</b>	Mathew Atkinson
<b>Headteacher</b>	Joanna Baxendale
<b>Website</b>	<a href="http://www.greenlane.bradford.sch.uk">www.greenlane.bradford.sch.uk</a>
<b>Dates of previous inspection</b>	22 and 23 October 2019, under section 8 of the Education Act 2005.

## Information about this school

- The school has been part of The Priestley Academy Trust since December 2016.
- The headteacher was appointed in September 2024.
- The executive headteacher was appointed in January 2024.
- There is a specially resourced provision on site for pupils with SEND (specially resourced provision) who have communication and interaction difficulties, including autism, for 12 pupils.
- There is a specially resourced provision on site for pupils with developmental language disorders for 12 pupils.
- The school does not currently use alternative provision for any of its pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements

(quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the executive headteacher, the CEO and other school and trust leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum and looked at samples of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector visited the school's breakfast club.
- Inspectors spoke to parents and carers at the beginning of the school day.
- Inspectors reviewed responses to Ofsted's parent survey, Ofsted Parent View. They also considered responses to Ofsted's staff and pupil surveys.
- The lead inspector met with members of the local governing board.

### **Inspection team**

Tracy Duffy, lead inspector

His Majesty's Inspector

Gerry Wilson

Ofsted Inspector

Lee Swift

Ofsted Inspector

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