

# Lanesend Primary School

## Inspection report

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<b>Unique Reference Number</b>	118174
<b>Local Authority</b>	Isle of Wight
<b>Inspection number</b>	379557
<b>Inspection dates</b>	9 – 10 November 2011
<b>Reporting inspector</b>	Janet Simms

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 – 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Almond
<b>Headteacher</b>	Caroline Sice
<b>Date of previous school inspection</b>	11 – 12 March 2009
<b>School address</b>	Love Lane Cowes Isle of Wight PO31 7ET
<b>Telephone number</b>	01983 293233
<b>Fax number</b>	01983 293233
<b>Email address</b>	headteacher@lovelanepri.iow.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 15 lessons or parts of lessons with 12 teachers, some of which were observed jointly with the headteacher. Inspectors held discussions with senior and middle leaders and many other staff, with the school's improvement partner by telephone and with members of the governing body. They talked to two groups of pupils formally and with many others in lessons and around the school. They observed pupils at play and at lunchtime, attended an assembly and observed other activities. The inspection team scrutinised school documentation, including governing body minutes, school development plans, progress tracking records, documents relating to safeguarding and attendance data. They analysed 71 parents' and carers' questionnaires as well as those from staff and pupils.

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

- How successfully leaders have managed the growth of the school to maximise pupils' academic progress and personal achievements.
- Whether all groups, including the significant minority who join the school at non-standard times, make equally good progress.
- The consistency of the quality of teaching across the school and whether this now ensures even progress across all year groups.

## Information about the school

The school has grown considerably following the local authority's educational reorganisation. It is now an average-sized, all-through primary school, taking in two forms of entry for the last two years. It has retained its previously final Year 4 pupils, who were Year 5 last year and are now the school's first Year 6. Mixed-age classes have been replaced with year-grouped classes, with two classes in Reception, Year 1 and Year 2.

The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils entering into all year groups at different points in the year has risen and is now significantly higher than usual. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these needs relate to language or social difficulties.

The local authority's special speech and language unit has been relocated from this site in the reorganisation. The school is expected to move into the vacated on-site Middle School premises next year. The adjacent Children's Centre and pre-school facilities are not managed by the governing body. Prior to the new head teacher taking up her post just over a year ago there was a prolonged period of temporary leadership.

**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 with outstanding features. It has improved swiftly and significantly during the past fourteen months because of exceptionally strong leadership by the new head teacher. Many parents, carers and staff accurately identify this 'visionary' leadership as the key trigger for the school's improvement. Highly effective partnerships with these groups and others are amongst the school's excellent features, leading to pupils' strong personal development. Pupils feel very safe and secure, attendance is above average and they know how to keep healthy and fit. The school 'buzzes' with an enjoyment in learning which extends well beyond the school day, involving pupils, parents, carers and staff in an exciting range of activity.

These very positive attitudes are a key feature of the school. Pupils' excellent behaviour contributes significantly towards good learning. This is apparent in their thoughtful, considerate responses to all provision and pupils' bubbling enthusiasm for learning. This comes about partly through their excellent relationships with staff and adults' outstanding care, guidance and support. All adults show a passionate commitment to equality of opportunity for every individual in their care. This results in an impressive range of effective interventions for pupils whose circumstances may make them vulnerable and for those with special educational needs and/or disabilities. Those who enter the school at non-standard times receive a 'wonderful' welcome making transition 'smooth and easy' as a parent commented, so newcomers settle quickly and achieve as well as others. Good tracking of pupils' progress shows that all pupils now make even progress across all year groups.

From a low base of skills and understanding on entry to Reception, pupils' progress is accelerating rapidly. Staff feel revitalised as part of a new team where all feel valued, and where they feel free to take creative risk in their work. Teaching is good, with some outstanding practice which provides very good models for further development. A new, creative curriculum has enthused and interested pupils and they participate actively in a rich range of extra-curricular opportunities. Although gaps in their previous learning mean that for pupils in the current Year 6 standards are likely to match the national average when they leave, subsequent year groups are on track to reach above average levels. Progress in all years, and that seen in lessons, is good. The school has accurately identified that achievement in English, particularly reading, is stronger than in mathematics. The content of pupils' writing is good, but older pupils' handwriting, especially boys', sometimes prevents an easy 'flow' of these ideas on to paper. Recent improvement in the mathematics curriculum

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is creating better progress, but staff sometimes miss opportunities to reinforce mathematical concepts in other subjects and pupils' targets are not as well focused as they are in English. Standards in subjects such as art are above average, so pupils develop well as 'rounded' individuals. They leave with good personal skills such as cooperative team-working and with increasingly strong academic standards.

Good governance and invigorating leadership have managed the school's growth very well. They have successfully exploited every opportunity to provide whatever support and challenge is required to enable each child to achieve well. Now that the school has stabilised, the new middle leadership team are ready to take greater responsibility and are well poised to become more accountable for aspects of management. Self-evaluation is accurate and the school's capacity for sustained improvement is good. Staff are successfully building a significantly improved track record of performance.

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

- Raise standards in mathematics and writing through improving more of the good teaching to outstanding, by:
  - taking every opportunity to reinforce mathematical concepts across all subjects in the curriculum
  - providing pupils with well-focused mathematics targets similar to those they have for English and informing them clearly about the next steps needed to improve their mathematics work
  - making sure that gaps in pupils' learning in mathematics are eliminated
  - ensuring that pupils develop good, fluent handwriting techniques which enables all pupils, particularly boys, to express their interesting ideas more easily in writing.
- Extend middle leaders' roles in school management, so that they take on more of the responsibilities currently adopted by senior leaders.

**Outcomes for individuals and groups of pupils****2**

Pupils' standards and progress in English are improving rapidly. Nearly three quarters of Year 5 pupils are currently on track to match the expectations for Year 6 a year early. In a Year 5 literacy lesson about biographies and autobiographies, very careful, imaginative planning to meet the needs of pupils of all abilities resulted in outstanding learning and excited engagement. The lesson exemplified pupils' typically excellent attitudes and behaviour which arise from adults' exceptionally high expectations and very positive relationships with pupils. Amongst Year 5, mathematics is also stronger, but the school recognises that mathematics learning across the school is an area for development. Progress is improving, but older pupils in Year 6 for instance, have gaps in their mathematical understanding because of weaker previous learning. In a Year 6 mathematics lesson, progress was good because careful tracking and assessment had identified gaps, such as weak number bonds, and good teaching was directed firmly at 'plugging' them. Overall Year 6 are

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making good progress now, but achievement from their Year 2 levels has been satisfactory. Strong provision in two Year 2 literacy lessons showed pupils with additional needs of many types, learning how to research well and writing ‘rainforest stories’ very imaginatively. The use of small groups here meant that all pupils learned well from the sensitive attention of adults. Beyond English and mathematics, high standards of art work in many public displays illustrate the excellent learning observed in a Year 5 art lesson where pupils talked articulately about their very expressive paintings on the current school-wide ‘tropical rainforest’ theme.

Good attendance and pupils’ excellent abilities to work together sociably and cooperatively greatly enhance their good preparation for future education and working life. Pupils feel very safe indeed, speaking knowledgably about road, fire and internet risks. They keep healthy and fit, and accept responsibility well, contributing proudly through their School Council and to wider events locally. These skills help to develop good spiritual, moral, social and cultural understanding.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Provision has improved very considerably since the school’s last inspection and good examples were observed across all years and subjects. Teaching is good and staff who stayed from the First School comment appreciatively on exciting new opportunities to develop teaching skills and experiment with ideas. Recently appointed staff have introduced new approaches and staff unanimously report increased enjoyment in their work, which in turn transmits infectiously to pupils. This

<sup>1</sup> 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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common enthusiasm has produced an atmosphere where teachers and others are keen to share successful ideas and proud to show the outcomes of projects and lessons. Assessment is good. Day-to-day marking helps pupils to improve well in English, but they are less clear about how to improve in mathematics because feedback it is not so well focused. New successful procedures for homework present stimulating, open-ended projects which enthuse staff, pupils, parents and carers alike. These tasks are producing good outcomes across an extensive range of subjects, skills and media and Year 2 pupils were very proud to discuss some of them with inspectors. Such opportunities are typical of a revitalised curriculum, themed across the school to inspire and interest pupils and to link many subjects together imaginatively. Stimulating teaching in Year 3, where pupils were making open sandwiches, for instance, effectively linked food technology and healthy eating with writing instructions. Opportunities to reinforce mathematics are sometimes missed though, for instance about space and shape concepts in a Year 6 science lesson related to planets. Outstanding care, guidance and support are fundamental to the school’s philosophy and provision. Very early identification of additional needs results in successful interventions or changes, such as the recent division of the Year 2 class, which provide better opportunities for learning. Although it is too early to evaluate its impact on raising standards, a mixed-age girls’ mathematics group, provided to boost their confidence by applying mathematics to craft projects, was resulting in good learning. It also provides a good opportunity for pupils to develop their enterprise skills as they will price and sell these items at the forthcoming Craft Fair.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Driven by the clear vision, hard work and determination of the new head teacher, the first year of this new ‘re-branded’ primary school has been very successful. She has bonded staff effectively into a strong team with a common aspiration to provide the best opportunities for children and adults alike. Good monitoring and evaluation of teaching has led to significant improvements in learning this year. Early development of middle leaders has strengthened their skills to a level where they are now keen, eager and well able to take more responsibility for aspects of management. Governance has improved, so governors are evaluating school provision well and challenging senior staff supportively. All these improvements in a short time-span demonstrate good capacity for sustained improvement and the school is still improving rapidly.

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Good attention to all aspects of equalities ensures that resources are made available to support identified needs. Leaders recognise that as provision improves, proportions of more-able pupils are rising, so they are working on ways to extend everyday provision yet further, to maximise these pupils’ independent working skills. The split of Year 6 into two groups for English and mathematics each morning, for instance, provides far greater opportunity for this to occur because classes are smaller. Good safeguarding procedures lead to pupils feeling exceptionally safe and well cared for. Parents and carers are highly involved in all aspects of school life, valuing the new individual meetings to discuss their children’s progress. Excellent partnerships with a wide range of organisations, including those on-site, and agencies to support vulnerable pupils, create an extensive raft of additional provision which ensures that all achieve well. Such links also demonstrate the school’s good contribution to community cohesion, which is currently extending further beyond the school. International links made through the Island Games last year, for instance, form the basis of good studies about other islands such as Menorca.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

The Early Years Foundation Stage is good and is improving rapidly. Children enter from a wide range of backgrounds, many with speech and communication difficulties. In key areas such as language and personal development, starting points are often significantly below those usually found at this age. The stimulating, welcoming environment reflects children’s varied backgrounds and an imaginative curriculum meets the needs of all individuals effectively. Good teaching ensures that they make good progress, often achieving very challenging targets and moving into Year 1 with much improved skills and confidence. Adults work together well to include all children equally, so those of all abilities develop good skills for future learning.



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Detailed observations and exemplary recording of children’s development leads to good planning for their ‘next steps’ across a wide range of skills. Staff place safeguarding at the heart of all practice, so children develop a keen sense of safe play and safe working. Secure hygiene practices are well embedded into daily routines. Children cooperate very well and behaviour is outstanding. They quickly learn to adopt adults’ excellent models of behaviour and language.

Good new Early Years Foundation Stage management is based on a high level of commitment to equality of provision for all and planning for future improvement is rigorous. Even with children’s current good progress from a low entry base, some children leave Reception below a level where they can undertake the National Curriculum in Year 1 with ease. Good transition planning for this move ensures that these pupils continue with an Early Years ‘nurture’ curriculum in Year 1 for as long as they require it.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

An average proportion of parents and carers responded to the questionnaire. Their overwhelming satisfaction with the school’s provision and outcomes for their children is reflected in the extremely positive numbers in the grid below. No negative comments were received, but many responses included additional appreciative comments about all aspects of the school.

Many parents and carers commented on how happy, safe and secure children feel in the school. Others spoke movingly about the excellent care, guidance and support which has enabled children to improve all aspects of their development, with one ‘overwhelmed by the care of the staff – not able to begin to praise them enough’. Many mentioned how well children moving into Lanesend from other schools, or at non-standard times, have been welcomed by staff and pupils and how quickly and happily they have settled. Several spoke about the excellent leadership of the new head teacher and about particular aspects such as ‘fantastic vision’, strong planning, exciting teaching and high teaching standards, the creative curriculum and a ‘fun’ and happy learning environment. Some also spoke about high quality support for pupils with special educational needs and/or disabilities. Inspectors agree with all these views, finding them fully reflected in evidence from inspection. These positive comments were also reflected in staff questionnaire responses.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lanesend Primary 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	70	21	30	0	0	0	0
The school keeps my child safe	51	72	20	28	0	0	0	0
The school informs me about my child’s progress	54	75	17	25	0	0	0	0
My child is making enough progress at this school	46	65	22	30	3	5	0	0
The teaching is good at this school	54	75	17	25	0	0	0	0
The school helps me to support my child’s learning	52	74	19	26	0	0	0	0
The school helps my child to have a healthy lifestyle	45	63	22	32	3	5	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)	48	67	21	30	0	0	0	0
The school meets my child’s particular needs	48	67	23	33	0	0	0	0
The school deals effectively with unacceptable behaviour	48	67	22	32	0	0	0	0
The school takes account of my suggestions and concerns	45	63	23	33	2	4	0	0
The school is led and managed effectively	48	67	23	33	0	0	0	0
Overall, I am happy with my child’s experience at this school	55	77	16	23	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 November 2011

Dear Pupils

**Inspection of Lanesend Primary School, Cowes, IoW, PO31 7ET**

Thank you so much for your very friendly welcome when we came for the inspection. We were really pleased that so many of you wanted to talk to us about your work and took the time to come and show us things you had done. I am writing to tell you what we found out.

We found that yours is a good school and it has some outstanding things about it. You are making good progress in your studies and in your personal development. We were delighted to find that your behaviour is excellent and your attitudes are very positive, so you really enjoy learning. You are learning well and all the interesting things you do prepare you well for the next stage of your education. You feel extremely safe and secure because staff provide outstanding care, guidance and support in everything you do. All of you make equally good progress, including those who enter the school at different points in the year. We feel that your progress in English is very good, but that some of you could be making better progress in mathematics. We have asked the school to make sure you have lots of opportunities in different subjects to develop your mathematical skills. We have also asked adults to make sure you have clear mathematics targets like you have in English, and to give you regular advice about what to do next to improve numeracy. Your reading is very strong but some of you, often the boys, find it hard to get your excellent ideas down in writing, so we have also asked the school to make sure your handwriting develops fluently so you can do this more easily. Because of your excellent behaviour and attitudes, we feel sure that you will try to help adults in every way you can.

We found that the school has improved so much since the last inspection mainly because of the strong leadership of your new head teacher. You will probably find that other staff will be taking more responsibility for different things in the school and we feel that you will help them all to do this by sharing all your good ideas.

Yours sincerely

Janet Simms  
Lead Inspector

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