

Lane End Primary School

Edmonds Lane, Lane End, Buckinghamshire, HP14 3EJ

Inspection dates 1–2 April 2014

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | 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.

- Pupils' achievement has improved since the last inspection. Progress in Key Stages 1 and 2 has accelerated and pupils achieve well. Standards in reading, writing and mathematics are rising.
- All groups of pupils make good progress including pupils who benefit from the pupil premium additional funding, disabled pupils, those with special educational needs and pupils in the additional Gemstones class.
- Children make a good start in the Early Years Foundation Stage and thrive in the caring and stimulating classes.
- Teaching has improved since the last inspection and is now typically good. The headteacher and senior leaders have robust systems for checking the quality of teaching and provide clear guidance to teachers to help them improve their practice.
- Pupils' behaviour and attitudes to learning have also improved considerably. Pupils routinely behave well in class and around the school. They are polite, friendly and respectful to adults and to each other.
- Pupils feel safe at school because adults look after them well. Pupils of differing backgrounds play and learn well together.
- Leaders at all levels are ambitious and have high expectations for staff and pupils. They have tackled areas for improvement well since the last inspection, demonstrating that the school has the capacity to improve further.
- Governors have improved their understanding of information relating to pupils' performance. They now challenge the school's senior leaders about the achievement of different groups more effectively.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure pupils' attainment is higher. The support and guidance pupils receive from teachers and teaching assistants are inconsistent and do not always match the quality of the best.
- Pupils' writing skills remain relatively weaker than other areas, although they achieve well from their starting points. Teachers do not plan enough chances for pupils to write and practise their writing skills within other subjects.

Information about this inspection

- The inspection team observed learning in all seven classes, visiting nine lessons and part lessons. Most were observed jointly with the headteacher. Inspectors also looked at pupils' work and discussed the school's evaluation of the quality of teaching.
- Inspectors held meetings with the headteacher, assistant headteacher and other senior and middle leaders to discuss the progress that groups of pupils make throughout the school. They analysed the school's information on attainment and progress. An inspector also met with a group of four governors.
- The team examined records of the local authority's involvement with the school and met with a local authority representative.
- Inspectors considered parents' views of the school through informal discussions over the two days of the inspection, the school's own recent parental survey and an email from one parent. There were too few responses to the online questionnaire (Parent View) to take these into account. The views of 17 staff who completed the staff questionnaire were also taken into account and the team also talked to staff during the inspection.
- The team listened to pupils read as well as observing several phonics (the sounds letters make) sessions. Inspectors chatted to pupils informally throughout the inspection. Pupils' behaviour was observed in lessons and at various times around the school, including lunchtime.
- Inspectors looked at documentation such as policies, including those relating to safeguarding, behaviour and the school's improvement planning. They looked at attendance figures and at the school's website.

Inspection team

Jacqueline Marshall, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school. The vast majority of pupils come from a White British background. A few pupils speak English as an additional language.
- The proportion of pupils supported by the additional government funding known as pupil premium is above average. The proportions can vary greatly between year groups. In some only a very small number of pupils attracts this additional funding and in others it is as many as two thirds. This extra money is given to schools to support pupils in the care of the local authority, those known to be eligible for free school meals and those from service families.
- The proportion of disabled pupils and those who have special educational needs also varies greatly depending upon the year groups. Currently, the proportion who receives support through school action is below average and the proportion being supported through school action plus or who has a statement of special educational needs is double the national average.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.
- The school has an additional school-based resource, known as Gemstones, to support pupils who have behavioural, social and emotional needs. There are currently six pupils; some spend part of their time in Gemstones and some of their time in other classes.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to raise achievement, especially in writing, by ensuring that pupils:
 - have more chances to write and practise their writing skills, including spelling, grammar and punctuation, within other subjects
 - receive the same high level of support from all adults whether they are working as a class, in small groups or one to one.

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement has improved since the last inspection. In the 2013 results, attainment at the end of both Key Stages 1 and 2 was higher in all subjects than the previous year and pupils' progress across Key Stage 2 had improved. The school's information on pupils' progress and work in pupils' books confirm that these improvements have continued and the majority of pupils make good progress across Key Stage 2, especially in reading and mathematics.
- Children typically join the Nursery with levels of development that are significantly lower than those expected for their age, especially in their communication and language. Classrooms and outdoor areas are full of stimulating activities and promote language and numeracy effectively. This enables children to make good progress in all areas of learning. Although few reach the levels expected for their age when they leave the Reception class, they have made up considerable ground, narrowing the gap between their attainment and other five-year-olds nationally.
- Rates of progress in writing have improved and pupils are achieving well. However, standards lag behind those in reading and mathematics. The school recognises this. It is taking actions to help pupils write and practise their skills in literacy lessons and when writing in other subjects. Training provided for staff in teaching phonics (letters and the sounds they make) led to an increasing number of pupils reaching the expected level in the phonic check in 2013. More training is planned to make sure pupils always receive the best support possible from all staff when learning phonics.
- When children start in the Reception class, they quickly learn to read simple words. As they move through the school, pupils continue to make good progress in reading because of good systems to keep track of how well each pupil is doing. The school encourages parents to support their children's reading. In school, pupils regularly read from a range of books. They enjoy reading to staff and the volunteers who listen to them read individually.
- Pupils eligible for the additional funding achieve well because the funding is used to ensure that every eligible pupil receives support for their academic needs or their personal well-being. Across the school, gaps between these pupils' attainment and others are closing so they make similar progress to their peers. Leaders, including governors, have high aspirations and support them effectively. There was no significant gap in reading attainment between the very small number of pupils eligible for additional funding and those not eligible at the end of Year 6 in 2013.
- The school is good at making sure that pupils from minority ethnic groups and those with English as an additional language achieve as well as other pupils in the school.
- The school has the same high expectations of rates of progress of pupils with disabilities and special educational needs as of other pupils. These pupils do well because the work that is planned for them, whether in small groups or individually, is closely tailored to their needs. Following the introduction of the Gemstones class, those pupils receiving its support now achieve as well as other groups of pupils both academically and personally. This is because staff build good relationships, provide specific targets and are highly skilled. Other pupils understand that 'some people find it hard to concentrate so Gemstones helps them'.
- A greater understanding of how to accurately assess pupils' levels and set higher expectations means pupils have challenging work that stretches the more able pupils.

The quality of teaching

is good

- Teaching has improved since the last inspection. The standard of work in pupils' books and their improving rates of progress show that it is typically good. Staff work well together and develop good relationships with pupils that help to foster their good attitudes to learning.
- When children in the Reception class start school, they settle in quickly because there is a strong emphasis on developing their social skills. As a result of good examples set by teachers and the

early years leader, staff increasingly ask questions which skilfully encourage children to share their ideas and develop their language skills. Occasionally, however, the questions some staff ask only require a simple 'yes' or 'no' answer which hinders the progress children make. This is currently an area the school are working on improving.

- Better use of pupil progress information means teachers' expectations of what pupils can do are now more accurate. Pupils' progress is most rapid where teachers check regularly how pupils are doing and promptly adapt activities to increase challenge or provide support where needed.
- Many staff are highly skilled and support pupils' learning and manage behaviour effectively. Some, including in Gemstones class, have specific experience and training that ensure pupils achieve well. In some classes, pupils make good progress because additional adults are used well to support different groups of learners. In others, pupils' progress is not as strong because not all staff are as skilled as others in moving on pupils' learning.
- Since the last inspection, leaders have worked hard to improve the quality of guidance pupils receive from teachers. Teaching assistants are becoming more skilled at providing helpful written comments. There is a more effective whole-school approach to marking. Pupils respond well to the guidance teachers provide, both verbally and when they mark work. They increasingly give helpful advice to one another as well. However, at times, especially in mathematics, the comments staff make do not extend pupils' learning or check to see if pupils can move on to harder work.
- Literacy and mathematical skills are taught well across the school. The school's recent work to develop the use of information and communication technology is helping to motivate and engage pupils' interest. It also develops pupils' skills in this aspect of their learning effectively.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Most parents, staff and governors agree that pupils behave well in school. They respond well to instructions, take a pride in their work and the school surroundings. They are polite and friendly towards each other and to adults.
- Behaviour has improved since the last inspection. A dramatic reduction in the number of exclusions has resulted from actions taken by leaders, such as the start of the additional school-based resource in the Gemstones class. Pupils are clear that behaviour has, as they said, 'improved lots' with the introduction of the very popular token system that rewards 'you helping others and learning well'. They explained that 'lessons used to be disrupted all the time' but that this was now unusual.
- Attitudes to learning are good and pupils are keen to work hard and challenge themselves to do even better. For example, in a session learning about the sound 'i-e' makes, pupils were asked to write a sentence with a word that had the sound in it. One pupil asked, 'Can I put two in?' Another said 'I'm going to try and use a 'tricky word' too.' Occasionally, when the work is too hard or too easy, pupils lose interest and become fidgety.
- Pupils typically get on well together regardless of their background. They show care and sensitivity towards those pupils who have additional difficulties or find behaving well challenging. Records show staff are successful when supporting the very small number of pupils with particular behavioural needs and their families. This reflects the school's focus on ensuring everyone has the same chances and helps to foster good relationships.
- The school's work to keep pupils safe and secure is good. Care is taken to ensure the shared site is secure. Pupils know how to keep themselves safe through initiatives like the yearly Bikeability training and regular reminders on how to keep themselves safe when using the internet.
- Through lessons and events such as the anti-bullying week, pupils have a good understanding of different types of bullying, including cyber bullying. They designed posters to share what they learnt and are clear what they should do if it does occur. They are adamant that bullying does not happen often, adding, 'It happened before, but it's much better since the headteacher joined.'

The leadership and management are good

- The headteacher and senior leadership team, effectively supported by other leaders including governors, work well together. They have a common aim to raise standards and are determined to ensure all pupils do as well as they can, demonstrating a good capacity for improvement.
- Checks on the quality of teaching are frequent, focusing on pupils' progress and the quality of work in books as well as the outcomes of lesson observations. Teachers and teaching assistants are well supported. They are given clear guidance of expectations of performance and how this links to pupils' progress. Senior leaders do not tolerate any underperformance and have acted promptly to tackle weaknesses in teaching. As a result, teaching over time is now typically good.
- School leaders have an accurate understanding of the school's strengths and areas for development. They have plans to include more chances for pupils to write in a wide range of subjects in order to raise standards in writing further. Training to improve adults' questioning and phonic skills has already begun. However, leaders are aware more has yet to be done, through training and coaching, to make sure the quality of support pupils receive always matches that of the best in the school.
- Middle leaders, including staff responsible for supporting pupils with disabilities and special educational needs, are enthusiastic. They are determined to ensure that all teachers are well supported and that pupils achieve as highly as they can. Staff responses to questionnaires were unanimously positive about the work of the leadership team.
- Pupils take part in a wide range of subjects. They enjoy the variety of extra activities such as visits to local parks or the magistrates' court in High Wycombe. These effectively promote their spiritual, moral, social and cultural development.
- Provision for sports has been strengthened through the additional primary sports funding, for example increasing the range of sports clubs that are on offer in order to promote healthier lifestyles. Links with other local schools are providing training for staff and improving their skills. Pupils commented that they 'liked the PE teachers from other schools because they help us to improve and have taught us new sports too'.
- The local authority knows the school well and has confidence in the school's leadership. Regular meetings with senior leaders and governors, help them to check on the school's effectiveness. This supported the school's drive to improve and strengthen key aspects of its work such as the early years team, the accuracy of checks on pupils' work and behaviour management.
- The school has good links with the local community that promote the school and encourage support for its work. Links with other agencies, including those situated on the school site, play an important part in helping families support their children's learning and well-being.
- **The governance of the school:**
 - Governors have a wide range of relevant skills which they use effectively to support and strengthen the school's leadership. They sought training to improve their knowledge and understanding of pupils' performance. As a result, they know how well the school is doing when compared to similar schools and all schools nationally. Governors' minutes show the governors use this information well to challenge the school leadership effectively. They have a good grasp of how the performance of staff is managed and encourage staff training. They understand what is done to tackle underperformance and how this links to salary progression. Improving outcomes for pupils is at the heart of all they do. The governors manage the school's finances carefully, including checking that the additional funding to support eligible pupils is effective, and have begun to ask questions to make sure the new school sports funding is benefiting pupils. Governors make sure safeguarding arrangements meet statutory requirements.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 110320 |
| Local authority | Buckinghamshire |
| Inspection number | 429595 |

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

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| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 125 |
| Appropriate authority | The governing body |
| Chair | Lilli May |
| Headteacher | Debbie Williams |
| Date of previous school inspection | 19–20 March 2012 |
| Telephone number | 01494 881169 |
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