

Lane End Primary School

Edmonds Road, Lane End, High Wycombe, Buckinghamshire HP14 3EJ

Inspection dates

28 February–1 March 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher's determined focus on developing teaching and learning has resulted in secure improvement throughout the school.
- Teaching is typically good. Teachers make learning fun and relevant, which captures pupils' interests and engages them in their learning.
- From their different and often very low starting points, pupils make good progress in Years 1 to 6 in most areas.
- The broad and balanced curriculum provides a wide range of opportunities, which motivate pupils to try their best.
- The knowledgeable governing body successfully supports and challenges leaders to maintain the school's good standing.
- Children in early years make good progress. They have a positive start because they are taught well, feel safe and like school.
- Disadvantaged pupils and minority ethnic pupils do well due to the effective monitoring, support and guidance they receive.
- Pupils who have special educational needs (SEN) and/or disabilities make good progress because teachers plan well for their support.
- Pupils' spiritual, moral, social and cultural development is a strong day-to-day feature. Pupils have a good understanding of different religions, cultures and British values.
- The school's work to keep pupils safe is very thorough and highly effective. Pupils say they feel safe.
- Staff are proud to be part of the school community and work well together.
- The school is a happy and friendly place to be. Pupils are proud of their school and have positive attitudes towards their learning.
- Pupils' progress in mathematics in Years 3 to 6 has not been as strong as in other subjects, because pupils do not develop the skills that enable them to deepen their understanding of mathematical ideas.
- Not all middle leaders are confident in identifying the areas to tackle in order to improve the quality of teaching further, in their area of responsibility.

Full report

What does the school need to do to improve further?

- Improve teaching to outstanding levels to ensure that more pupils make better progress, particularly in mathematics in key stage 2, by:
 - developing pupils' skills in mathematics to deepen their understanding and mastery of concepts
 - promoting pupils' reasoning and problem-solving skills more effectively.
- Ensure that middle leaders develop the skills needed to raise the quality of teaching and learning in their responsibility areas.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher leads with an absolute belief that every pupil can succeed at Lane End Primary School. She is ambitious for the school and, along with an equally ambitious and supportive governing body, continues to develop the school community so that they can 'learn, work and grow together'.
- Leaders' evaluation of the school's work is accurate. Improvement plans reflect a clear focus on the right priorities to make the school even better. Joint observations with the headteacher showed that her judgements are accurate and that feedback to teachers focuses on the ways in which they can improve their practice.
- Leaders successfully embed the school's values and pupils know them well. As they progress through the school, pupils learn the values of 'honesty, consideration, endeavour, respect and courage'. These values are at the heart of the work of the school and help pupils to contribute and thrive in this inclusive community.
- Central to the school's caring approach is the importance of each pupil. All adults make increasingly accurate checks on pupils' progress to help support each individual. Pupils flourish in an atmosphere of mutual respect and the safe and happy environment.
- Relationships between staff, pupils and parents are extremely positive. There is a clear commitment to ensuring that everyone is treated equally and that there is no discrimination. All pupils, whatever their ability or background, take a full part in all the school's activities, where possible.
- A collaborative team spirit permeates all aspects of the school's work. Staff are highly committed to improving pupils' achievement. In the online staff questionnaire, 100% of staff agreed that the school is well led and managed, and that they are proud to be a member of Lane End Primary.
- Leaders have given thoughtful consideration to the planning of the curriculum to ensure that pupils acquire skills, knowledge and understanding in a wide range of subjects. Right from the start, pupils are given the chance to explore the world around them. These experiences enable them to improve their reading, writing and mathematical skills. The curriculum is enhanced through the extra-curricular activities on offer, such as archery, gym and fencing. These opportunities contribute to the pupils' well-rounded education.
- Pupils' spiritual, moral, social and cultural development permeates all that the school does. An extensive range of educational visits and visitors to the school enrich pupils' experience. Pupils take part in elections for the school council and learn about democracy. They become aware of different faiths, through studying different cultures and festivals.
- Leaders use pupil premium funding effectively. The impact of spending is checked closely to ensure that the school provides good support for disadvantaged pupils. This support helps pupils both in the classroom and in developing their emotional and social skills.
- There have been a number of changes in leadership roles. Recently appointed subject

leaders and other middle leaders have considerable expertise in, and enthusiasm for, the areas for which they are responsible. However, they are not all, as yet, wholly effective in identifying the ways that teaching can be improved so that it is outstanding.

- The school uses the primary physical education (PE) and sports premium effectively. Leaders use this funding to support staff training and for professional coaching to take place. Pupils talk enthusiastically about sport and say that the school encourages them to look after their physical health.
- Parents and carers express support for the school's leadership and all aspects of the school's work. One parent's comment summed up the views of many, in stating: 'I can hand on heart say that this is a fantastic school that cares deeply for each child and the local community.'
- The local authority expresses confidence in the leadership of the school and works productively with leaders and staff to ensure its continuing improvement.

Governance of the school

- Governors share the passion of senior leaders to strive for the best possible outcomes for pupils. The governing body provides effective support to the headteacher and senior leaders.
- Governors are proud of the school's work to safeguard pupils. They have a strong understanding of potential risks to pupils in the local community, and support leaders' actions to keep them safe.
- Governors know how well the school is doing and how it compares with other schools, through detailed reports from the headteacher and their own first-hand visits. They regularly visit classrooms and gather evidence about the quality of teaching and learning.
- They monitor the use of additional funding, both for pupil premium and the PE and sports premium. Governors ensure that the pupil premium funding is beginning to diminish the difference in attainment between disadvantaged pupils and their peers.
- All governors are fully committed to equality of opportunity for all and hold school leaders to account to ensure that they meet their statutory requirements.

Safeguarding

- The arrangements for safeguarding are effective.
- School leaders make safeguarding a high priority. There is a strong culture of safeguarding throughout the school to ensure the welfare of pupils. All staff attend regular safeguarding training and know how to keep pupils safe. Staff understand the need to be aware of potential risks and are knowledgeable about issues such as child sexual exploitation, radicalisation and female genital mutilation.
- All staff and parents who responded to the online surveys agree that pupils are kept safe and are well looked after. One parent said, 'The school is a very caring, welcoming place. My child feels safe and secure and valued.'

Quality of teaching, learning and assessment

Good

- Teaching is consistently good and the vast majority of parents agree that their children are taught well. Teaching enables pupils to make good progress in their learning.
- Relationships between teachers and pupils are excellent and, as a result, pupils work hard, are willing to take risks in their learning and want to do well. There is a strong work ethic in the school. Pupils are confident to ask if they do not understand, as they know staff will help them.
- Many teachers ask questions that encourage pupils to think and deepen their understanding. Pupils respond eagerly to these questions and are keen to contribute to class discussions. They work well individually, with partners and in groups.
- Teachers successfully foster an enjoyment of reading. They introduce high-quality books to the class and provide a number of effective ways to enthuse pupils to read widely and enthusiastically.
- The teaching of phonics is good. Pupils apply their knowledge of sounds and whole words to support their reading and writing development.
- Writing in pupils' books has improved since the last inspection and reflects pupils' understanding of the features of different types of writing. Pupils' exposure to high-quality texts has a very beneficial impact on the quality of their work.
- Teaching assistants are skilled and particularly effective in supporting disadvantaged pupils. Pupils who have SEN and/or disabilities are fully included in, and benefit from, all classroom activities.
- The quality of mathematics teaching has improved and pupils now make more rapid progress than had been the case until recently. However, although pupils can apply their skills more effectively, they do not always have enough opportunities to deepen their understanding and develop their mastery of mathematical ideas.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school looks after pupils' emotional health extremely well. The staff quickly spot any signs of concern. Pupils who spoke with inspectors said that they feel safe and well looked after. They know that they can speak in confidence to any member of staff if they have any concerns and they will always be taken seriously. One pupil said, 'If I have a problem, I can always tell the teacher and they sort it.'
- Pupils have a clear sense of belonging. This is because school leaders have developed a climate that helps nurture vulnerable pupils and celebrates their achievements.
- Pupils show a clear understanding of what constitutes bullying and say that bullying is rare in their school. Pupils are very knowledgeable about how to stay safe, and this includes fire safety, road safety and safety when using the internet.

- Staff work effectively with external agencies to support pupils and their families. Staff work relentlessly to provide pupils with a high level of care and support.

Behaviour

- The behaviour of pupils throughout the school is good.
- Pupils are proud of their school, saying it is 'amazing, fun and brilliant'. They enjoy taking on additional responsibilities. For example the 'playground leaders' organise activities during breaktimes and promote respect and equality within their community.
- Staff use the school's behaviour policy and approaches consistently. Pupils have a clear understanding of why it is important to behave well, and pupils who spoke to inspectors have a clear understanding of right and wrong. Parents and staff are unanimous in being overwhelmingly positive about pupils' behaviour.
- Lessons are rarely disrupted by poor behaviour. Occasionally, when pupils are not given sufficient challenge, they are less attentive and do not listen as well as they could. The breakfast club provides a good, nurturing start to the day for those who attend.
- Pupils' attendance is lower than the national average. Leaders have worked hard at identifying ways to improve it and there are signs that attendance is rising, especially for pupils who are persistently absent.

Outcomes for pupils

Good

- Current assessment information indicates that pupils in most year groups make good progress across a range of subjects, including English and mathematics. Leaders rigorously monitor the progress of all pupils and this helps them to intervene and help pupils catch up if they fall behind.
- Children join the Reception Year with skills well below those typical for their age. A good level of challenge ensures that they make good progress in the early years classes. The proportion of children who achieved a good level of development rose from 2016 to 2017 and this trend is set to continue. Assessment records indicate that current Reception children are developing their skills more rapidly, indicating more will reach a good level of development, and so bring overall achievement closer to the national average.
- The proportion of pupils achieving the expected standard in the phonics screening check in Year 1 is improving steadily and in 2017 was close to the national average. Teachers have improved the teaching of reading and the vast majority of children currently make good progress.
- Most pupils make good progress from their starting points in key stage 1. In 2017, pupils' attainment was below the expected standard in reading, writing and mathematics at the end of Year 2. The school's records and inspection activities indicate that attainment is consistently improving and the attainment of current pupils

is better than last year.

- In 2017, the proportions of pupils that attained the expected levels in reading and writing at the end of Year 6 were lower than the national figures, and mathematics attainment was well below national figures. In 2017, a fifth of Year 6 pupils had SEN and/or disabilities, which influenced the standards reached. In addition, the proportion of pupils joining or leaving the school, outside the normal times, had a negative impact on the progress and attainment for some.
- Pupils from minority ethnic groups achieve well. Those who speak English as an additional language, particularly those at an early stage of speaking English, also achieve well as they have effective support from teachers and support staff.
- Disadvantaged pupils currently make good progress across the school. The school uses clear information about their current attainment and progress to ensure that they do not fall behind others. Where a pupil's progress is not as strong, additional support helps them catch up more quickly.
- Parents are positive about the progress of their children and feel the school provides them with useful information about how well their children are progressing.

Early years provision

Good

- Children achieve well in the two Nursery classes and Reception class. Children make good progress from their starting points due to good teaching.
- They start in Nursery with skills and knowledge that are well below those typical for their age, especially their communication and language skills. By the end of the Reception Year, the proportion of children that achieves a good level of development is below the national average but is improving. Current children make good progress, which is diminishing the difference between their attainment and that of other children nationally.
- The provision is well led and managed. Staff carry out baseline assessments to get a full profile of children's skills and abilities when they start school. Children's progress is tracked meticulously to enable staff to maximise learning opportunities. Teachers plan a range of interesting outdoor and indoor learning activities. The setting is well resourced and is a stimulating environment where children learn well and thrive.
- Disadvantaged children and children who have SEN and/or disabilities make progress that is equal to, or better than, that of their classmates because the teacher plans for each child individually, enabling them to make good progress.
- Children behave well. They work well together and enjoy taking turns equally. Staff have created a caring and positive environment where children feel secure and able to engage in their learning.
- Safeguarding arrangements for the early years provision are effective. Risks are managed well and all staff are vigilant. Statutory welfare requirements are met.

School details

Unique reference number	110320
Local authority	Buckinghamshire
Inspection number	10037811

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Sue Maddix
Headteacher	Debbie Williams
Telephone number	01494 881169
Website	www.laneendprimary.co.uk
Email address	office@laneendprimary.co.uk
Date of previous inspection	1–2 April 2014

Information about this school

- This is a smaller-than-average-sized primary school.
- Since the last inspection the school has grown in size and now has nine classes.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who have SEN and/or disabilities is higher than that found in most primary schools.
- The number of pupils joining or leaving the school part way through their primary education is higher than usual.
- The proportion of pupils supported by pupil premium funding is above average.
- The school met the 2017 government floor standard that sets out the minimum expectations for pupils' attainment and progress for primary schools.
- There have been a considerable number of staff changes since the last inspection, with

the appointment of a new deputy headteacher, as well as five new class teachers.

- The school runs a breakfast club.

Information about this inspection

- Inspectors observed learning in 15 lessons. Nine of these were joint observations with the headteacher.
- The inspectors observed the school's work. They looked at a wide range of documentation, including: safeguarding documents; the school's procedures for gaining an accurate view of its own performance; and pupils' work in books.
- Discussions took place with a group of pupils, as well as informal conversations with other pupils during lessons and at breaktimes. Inspectors listened to pupils read and talked to them about books they enjoy.
- Meetings were held with school staff, four members of the governing body, parents and carers.
- Inspectors considered the 21 responses to Ofsted's online staff questionnaire and 98 responses to the online pupil questionnaire.
- Inspectors took into account 20 responses to Ofsted's online questionnaire, Parent View.

Inspection team

David Harris, lead inspector

Ofsted Inspector

Barbara Carr

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018