

# Inspection of Lane End Primary School

Ramillies Avenue, Cheadle Hulme, Stockport, Cheshire SK8 7AL

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Inspection dates: 5–6 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

Pupils enjoy coming to school. They feel safe because they know staff care about them. Playtimes are calm and well supervised. Pupils socialise happily with their friends. Behaviour is good. Bullying is rare but, should it happen, pupils are confident that it would be resolved quickly.

Leaders, governors and staff are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils.

Pupils work hard and are enthusiastic about learning. They are extremely polite and well mannered. Pupils listen to each other and treat each other with respect. Pupils live up to the school's values by working hard and acting as good friends to each other.

Pupils' personal development is promoted extremely well. Pupils are proud of the contribution that they make to the life of the school and the local community. Older pupils are prepared effectively for responsibilities in the future. For example, pupils enjoy being members of the pupil forum. Pupils enjoy a wide range of clubs at lunchtime and after school. Older pupils talked enthusiastically about challenging themselves to try new activities while on residential trips. Partnerships with parents and carers are extremely strong. Most parents would recommend the school to others.

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

The new leadership team has designed a curriculum that sets out what they want pupils to know by the time they leave the school. In most subjects, the curriculum planning sets out the order in which this knowledge is to be taught. Training for staff enables them to deliver the curriculum well in most subjects. Over time, pupils' attainment in reading, writing and mathematics has remained above the national averages at the end of key stage 2.

The curriculum helps pupils to achieve well in most subjects, including reading, mathematics, history, geography and science. Teachers' good subject knowledge enables them to plan activities that ignite pupils' curiosity. In most subjects, learning builds effectively on what pupils already know. In history, pupils use their knowledge of the impact of the Second World War on life in Britain to help them to identify what the government's priorities would be once the conflict was over. In geography, pupils use their skills in map-reading to help them with new learning when identifying geographical features on maps of Wales. Disruption in lessons is rare because learning meets the needs of pupils well, including pupils with SEND.

In mathematics, pupils' learning in some year groups does not build on what they already know. Pupils are not always confident when applying what they have been taught to help them with new learning. In some year groups, teachers do not help pupils to overcome gaps in their knowledge. Leaders have acted to improve pupils'

learning in this subject. This includes buying additional resources and providing some training for staff so that they are able to select the right activities to help pupils gain secure knowledge. There is still more to do to help pupils achieve as well as possible in this subject.

In the Reception class, leaders have created a nurturing environment. Children settle quickly. They are keen to learn. Teachers make sure that the early years curriculum is expertly planned to build children's knowledge across the different areas of learning. Teachers meticulously adapt their plans to ensure that children with SEND are able to access the curriculum. This helps these children to achieve very well. Through lots of practical activities, teachers develop children's early mathematics, language and communication skills exceptionally well. Children practise their new knowledge in the well-resourced classroom and outdoor area. Children's independent skills are very well developed. They chat happily with their friends as they share out the fruit during snack time. Children leave the early years as confident youngsters who have the skills and knowledge to succeed. They are ready to make a flying start in Year 1.

Pupils enjoy listening to stories because teachers read with expression. Pupils talk with enthusiasm about their favourite books. Pupils in Year 6 say they especially enjoy the times when they have the chance to read for pleasure in the school's library. Pupils' increasing vocabulary supports their learning in a broad range of subjects. Leaders work with parents so that they know how to help their children with their reading at home. As soon as children join Reception, they begin to learn phonics. Books are carefully selected so that they match the sounds that they are learning. Teachers help pupils to catch up if they begin to fall behind. Most pupils reach the expected standard in the Year 1 phonics screening check. Pupils read with increased accuracy and fluency.

Pupils' personal development is exemplary. Leaders have high expectations for pupils' future success. They provide many opportunities to raise pupils' aspirations. For example, members of the community visit pupils to discuss their careers and the qualifications they need to be successful. Pupils speak positively about their contributions to the life of the school. They help make decisions about new playground equipment and, as play leaders, they care for younger pupils. Leaders enhance pupils' learning further through close links to the local community. Following a recent visit to the local transport museum, pupils reflected on their experience as an evacuee for the day. Trips to Jodrell Bank enrich their work and understanding in science. Pupils enjoy the wide range of clubs and sporting activities that they take part in.

Governors have the knowledge and skills they need to support leaders well. They hold them to account to ensure that the quality of education is appropriate for all pupils, including pupils with SEND. Governors carry out their roles effectively.

## Safeguarding

The arrangements for safeguarding are effective.

Checks are in place to ensure that adults in school are suitable to work with pupils. Staff know pupils very well. They quickly recognise any changes in pupils' conduct or behaviour. Through effective training, staff know what to do if they think a pupil may be at risk. Leaders work with other professionals to ensure that vulnerable pupils and their families quickly get the help that they need.

Pupils are taught how to keep themselves safe in a variety of situations. Visitors from national and local charities work with pupils so that they know how to keep themselves safe when they use the internet. Leaders advise parents on the best way to keep their children safe when they are using social media.

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

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

- In most subjects, teachers' good subject knowledge enables them to deliver the planned curriculum effectively. This means that pupils can build on their prior learning. This is not as noticeable in mathematics. Leaders need to build on the recent training for staff so that teachers can help pupils know more and remember more, as well as overcoming gaps in their knowledge and achieving well.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

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.

## School details

<b>Unique reference number</b>	106097
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10111082
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jonathan Downing
<b>Headteacher</b>	Claire Love
<b>Website</b>	<a href="http://www.laneend.stockport.sch.uk">www.laneend.stockport.sch.uk</a>
<b>Date of previous inspection</b>	16–17 October 2007

## Information about this school

- A new headteacher has been appointed since the previous inspection.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- During the inspection, we spoke with pupils about their work and school life. We spoke with the chair of the governing body, the headteacher, subject leaders and members of staff. We also spoke with a representative from the local authority.
- We considered the 71 responses to Ofsted's online survey, Parent View, and the 19 responses to the online staff survey. There were also 15 responses to the pupils' survey.
- During the inspection, we reviewed a range of documentation, including curriculum plans, plans for further school improvement, behaviour records and documentation about attendance. We also scrutinised a range of documentation relating to safeguarding.
- We considered some subjects in greater detail. These were reading, mathematics,

history and geography. We also considered science. We held discussions with subject leaders, visited lessons, reviewed pupils' work, talked with teachers and talked with pupils about their learning. We also listened to pupils read.

### **Inspection team**

Amanda Stringer, lead inspector

Her Majesty's Inspector

Tim Sherriff

Ofsted Inspector

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