

# Inspection of Long Lane Church of England Primary School

Long Lane, Dalbury Lees, Ashbourne, Derbyshire DE6 5BJ

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Inspection dates: 21 and 28 June 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Previous inspection grade

Good

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

Every pupil is known as an individual at Long Lane Church of England Primary School. Pupils are happy coming to school. They behave well and say they feel safe in school. Pupils understand what bullying is. They are confident that if it happens, an adult will make it stop. Pupils enjoy spending social time in the school grounds and enjoy learning about the natural world in their 'forest schools' sessions. They say that there is very little they would like to change about their school.

Parents appreciate the 'sense of community' the school provides. They actively support the school. For example, they run after-school clubs for the pupils, such as games and origami.

However, pupils' educational needs are not well met. Leaders have not ensured that pupils are in receipt of an ambitious curriculum. They are not prepared well for the next stage in their education. The important knowledge that pupils need to know and remember is not precisely identified or logically sequenced in many subjects. In these subjects, pupils struggle to remember prior learning.

At times, leaders have not taken the right actions to make sure that pupils are safe. This means that there is a potential that pupils who are at risk of harm will not receive the support they need.

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

Leaders, including governors, do not have high enough expectations for the school. They have not kept a close eye on how well the school is doing. They have not identified the most significant issues that need to be addressed to improve the school.

The curriculum is not well organised. Key knowledge is not identified or sequenced in a logical way. Pupils' knowledge does not build over time. In some lessons, pupils cannot grasp complex concepts. They do not have the prior knowledge they need. For example, in geography lessons pupils are expected to understand how to use six figure grid map references without the prior knowledge they need to do this successfully.

Some pupils do not learn to read as well as they could. This is because phonics is not taught in a consistent way. Some staff who teach reading do not have sufficient skills or knowledge to teach phonics effectively. They make errors as they teach and do not correct pupils when they make mistakes. The assessment of phonics is not precise enough. This means that some pupils read books that do not match their reading ability. Nevertheless, pupils enjoy reading and can talk about their favourite stories with enthusiasm.

Teachers have not received the training they need to teach the curriculum well in every subject. At times, their own subject knowledge is weak. In subjects where teachers have greater expertise, teaching is more effective. Leaders have not yet developed systems that enable staff to share their own subject knowledge effectively with their colleagues.

There is a very small number of pupils with special educational needs and/or disabilities (SEND) in the school. However, until it was identified on the first day of the inspection, leaders had not formalised the school's systems for ensuring effective provision for pupils with SEND. Pupils' progress has not been systematically reviewed in line with the school's own SEND policy. Leaders cannot be confident that the support pupils with SEND are given is effective.

Staff are positive role models for the pupils. They expect pupils to behave well. Pupils live up to these expectations. They say that their teachers are kind and fun. In lessons, pupils work hard and low-level disruption is rare. Older pupils look out for younger pupils at playtimes and around the school. As a result, the school is a calm place to work and play. Pupils respect each other and the adults in school.

Leaders plan exciting events for pupils to take part in. Pupils in the older year groups have recently had the opportunity to participate in an outdoor pursuits residential trip. Younger pupils enjoyed a visit from an archery club during their topic on Robin Hood. Leaders have ensured that pupils cover a wide range of topics through the personal, social, health and economic education curriculum. However, not all pupils demonstrate an understanding of, and respect for, how others may choose to live their lives.

Staff are positive about the school. They say they enjoy working at the school and that leaders consider their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Leaders do not consistently keep detailed records of the concerns that are raised about pupils' well-being and safety. At times, leaders do not record the actions they have taken in response to the concerns raised. They do not follow up some concerns with the tenacity needed to assure themselves that pupils are safe. Consequently, there is potential that pupils are at risk of harm and would not receive the support and help they need.

Leaders complete the necessary checks on the suitability of staff to ensure they are safe to work with children.

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

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

- Leaders have not ensured that there is a consistent approach applied to the teaching of early reading. Some staff do not have the training or expertise they need to teach reading well. Some pupils do not learn to read as quickly as they could. Plans to roll out a systematic phonics programme, that is used by all staff, should be implemented without delay and staff receive the training they need to deliver it well.
- Leaders have not ensured that there is a systematic approach for identifying pupils with SEND. Pupils who have additional needs do not have individual plans that identify the strategies and adaptations they need to learn successfully. As a result, teachers are unable to identify what is working well for these pupils, or what needs to be changed further. Leaders must ensure that there is an urgent response to improve the quality of provision for these pupils.
- Teachers have not received the training and support they need to deliver the curriculum well. At times, their subject knowledge is weak and pupils are not supported well to gain new knowledge. Staff require training and need appropriate support to deepen their knowledge of different subjects.
- Leaders have not designed a well-thought-out curriculum in the subjects where they have written their own curriculum plans. In these subjects, the curriculum does not make clear what pupils need to learn, and when they need to learn it. It is not well sequenced. At times, pupils are not taught the knowledge they need as they approach new learning or, they do not remember prior learning that will help them to build their knowledge up step by step. A carefully constructed curriculum should be developed that identifies precisely what pupils need to know and remember, in the right order.
- Leaders do not record safeguarding concerns about pupils in sufficient detail. They do not always follow up concerns rigorously. It is possible that pupils who are at risk of harm do not receive the help they need. Leaders must urgently address their approach to recording and responding to concerns that are raised.
- While pupils learn about different faiths and cultures, some pupils do not understand the need to accept that others may choose to live their lives differently. Consequently, they are not well prepared for life in modern Britain as well as they could be. Leaders should check that the lessons pupils have about diversity and equality are effective in developing pupils' tolerance for the lives and choices of others.
- Leaders and those responsible for governance may not appoint early career teachers before the next monitoring inspection.

## 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.

If you are the school and you are 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>	112846
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10227843
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	34
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Yemm
<b>Headteacher</b>	Teresa Bosley (executive headteacher)
<b>Website</b>	<a href="http://www.longlane.derbyshire.sch.uk">http://www.longlane.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	16 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Acorn Federation. The executive headteacher is also the headteacher of Marston Montgomery Primary School.
- The school is a voluntary-controlled Church of England school in the Diocese of Derby. The most recent section 48 inspection took place in March 2017. This is an inspection of the school's religious character.
- The school does not use any alternative provision.
- The school runs a before- and after-school club that is managed by the governing body.
- Currently there are four children in the Reception Year. The early years was inspected alongside key stage 1 provision and as part of the quality of education judgement. No separate judgement was made for the early years.

## Information about this inspection

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

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, members of staff, two members of the governing body, including the chair and vice-chair of governors and held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, geography and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils, looked at samples of pupils' work and observed pupils reading.
- To inspect safeguarding, inspectors reviewed safeguarding records and discussed how well leaders act upon concerns about pupils' welfare with the designated safeguarding leader. They also scrutinised the school's single central record and recruitment arrangements. Inspectors talked to pupils and staff about how the school keeps everyone safe.
- Inspectors observed pupils' behaviour in lessons, around school and during lunch and breaktimes.
- Inspectors reviewed a wide range of school information, including documents on the school's website, minutes of governing body minutes, leaders' school improvement plans and their self-evaluation of the school.
- Inspectors considered staff and parental responses to the Ofsted online surveys.

### **Inspection team**

Caroline Poole, lead inspector	Her Majesty's Inspector
Jo Ward	Ofsted Inspector
Jo Ward, lead inspector	Ofsted Inspector
Gayle Bacon	Ofsted Inspector

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