

Inspection of a good school: High Lane Primary School

Andrew Lane, High Lane, Stockport, Cheshire SK6 8JQ

Inspection dates: 10 and 11 May 2023

Outcome

High Lane Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and safe at this school. They understand that if they need help, adults will support them, sort out any problems and help them to feel less worried. Although bullying rarely happens in school, leaders deal with any such incidents promptly.

Pupils know that leaders have high expectations of their behaviour and learning. They respond to these expectations by listening carefully to their teachers, working hard and doing their best. Lunchtimes are a hive of activity where staff arrange fun sporting activities, providing pupils with a wide range of equipment. This ensures that lunchtimes are calm and harmonious.

Pupils are respectful of diversity. They understand why it is important to be tolerant of others. Pupils are also taught about the importance of developing healthy lifestyles and relationships. They are well prepared for life in modern Britain.

Pupils enjoy the extra-curricular activities that are available to them. Many pupils take part in a range of clubs, such as sports club, athletics and cross country. Pupils relish the opportunities to take on extra responsibilities, for example by acting as members of the school council and as play leaders. This helps pupils to feel fully involved in the life of the school.

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

Leaders have developed an ambitious curriculum which meets the expectations of the national curriculum. In most subjects, they have identified what they want pupils to know by the end of each topic or year group. Leaders make sure that teachers have the expertise to deliver these subject curriculums well. Teachers carry out regular checks on what pupils know and remember in these subjects. This helps pupils to build securely on their prior learning.

In a few subjects, including some areas of learning in the early years, leaders have not identified the small steps of learning that pupils need to gain in order to reach these ambitious end points. This means that, in these few subjects, teachers do not have the information that they need to know what to teach and when this should happen. This hinders how well staff in the early years deepen children's knowledge of some areas of learning. It also hampers how well teachers in key stages 1 and 2 plan pupils' next steps of learning. Some pupils do not build their knowledge as securely as they do in other subjects as a result.

Leaders ensure that the needs of pupils with special educational needs and/or disabilities (SEND) are identified accurately and swiftly. Pupils with SEND receive effective and targeted support so that they can access the same curriculum as their peers. As a result, these pupils learn and achieve well.

Leaders' approach to early reading, including phonics, is effective. Teachers are well trained and have the expertise to successfully deliver the early reading programme. Pupils enjoy reading and listening to stories. As soon as children join the early years, they begin learning phonics. Pupils learn and practise sounds every day. Leaders have thought carefully about how to support the reading development of pupils who need additional support to prevent them from falling behind. They ensure that these pupils receive support from skilled staff so that they become confident, accurate readers.

Pupils behave well and are respectful towards others. Disruptions to lessons are rare. Pupils benefit from well-established routines which support their learning and behaviour. Children in the early years settle well and follow the routines of the day.

Leaders have ensured that pupils' development beyond the academic curriculum is well considered. Pupils learn about respectful relationships and the importance of looking after their mental well-being. They benefit from a wide variety of enrichment activities. For example, pupils take part in residential visits and perform with pupils from other schools as part of the choir. This helps them to become more confident and prepares them well for moving on to key stage 3.

Governors understand their roles and statutory duties. They fulfil these effectively by successfully holding leaders to account for the quality of education that pupils receive. Governors are mindful of the workload and well-being of leaders and of staff. Consequently, staff feel well supported and enjoy working at this school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are well trained to spot any signs that a pupil may be at risk of harm. They have put in place clear procedures for staff to follow if they have any concerns about a pupil's welfare. Staff follow up any concerns effectively. Their records help leaders to identify any pupils who may need help. Where appropriate, leaders involve other agencies to ensure that pupils and their families get the timely support that they need.

The curriculum supports pupils to know how to keep themselves safe, including when working or playing online. As a result, they know what to do if they experience cyber-bullying or have any concerns when playing games remotely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, and in some areas of learning in the early years, leaders have not identified the small steps of knowledge that pupils should learn in order to reach the end points of each topic. As a result, pupils do not build their knowledge well over time. Leaders should ensure that in these subjects, teachers know what should be taught and when this should happen, so that children in the early years and pupils across key stages 1 and 2 know and remember more over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2013.

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.

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

Unique reference number	106051
Local authority	Stockport
Inspection number	10283651
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	172
Appropriate authority	The governing body
Chair	Yvonne Morton
Headteacher	Alison Humphries
Website	www.highlane.stockport.sch.uk
Date of previous inspection	27 March 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative providers.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher and other senior leaders. She met with representatives of the governing body and the local authority.
- The inspector met with the leader responsible for SEND.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers and teaching assistants, spoke to some pupils about their learning, listened to pupils read and looked at samples of pupils' work.

- To inspect safeguarding, the inspector looked at the single central record of staff suitability checks. She met with the leaders responsible for safeguarding and sampled case studies and documentation.
- The inspector met with a group of pupils and spoke to pupils during breaktimes and breakfast club. There were no responses to Ofsted's online survey for pupils for the inspector to consider.
- The inspector spoke with some parents and carers as they dropped their children off at school. She also reviewed the responses to Ofsted Parent View. This included the free-text responses.
- The inspector held meetings with members of staff and looked at the responses to school leaders' surveys. There were no responses to Ofsted's online survey for staff.

Inspection team

Kelly Butler, lead inspector

Ofsted Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023