

Inspection of a good school: Lanesfield Primary School

Newman Avenue, Lanesfield, Wolverhampton, West Midlands WV4 6BZ

Inspection dates:

3 and 4 October 2023

Outcome

Lanesfield Primary School continues to be a good school.

What is it like to attend this school?

Pupils flourish and are happy in this diverse and inclusive school. From the very beginning, pupils learn to be kind and respectful. Their kindness and generosity stretch into the local community. Pupils host many fundraising activities, including the 'fiver challenge' where they work together and use their entrepreneurship skills to raise money for their chosen charity. Pupils also take part in sing-alongs with the residents of the local nursing home and with people with sight loss. This helps pupils play an active part in contributing positively to society.

The school has high expectations of pupils' behaviour and conduct, and pupils live up to these. Staff have formed caring relationships with pupils. Pupils feel confident in talking about any worries they may have because they know their trusted adult will help them.

The school's enrichment programme is of high quality. Each pupil has a 'passport of 100 things to do before I leave Lanesfield'. These include activities that encourage pupils to step out of their comfort zone, such as have an interview, go on a school residential and take part in gorge walking. Many pupils, including pupils with special educational needs and/or disabilities (SEND), participate in these activities. The school has ensured that pupils are not limited by any means, and it does all it can so that pupils get the best possible deal.

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

The school has designed an ambitious curriculum. The knowledge that pupils are expected to learn from Nursery to Year 6 is broken down into small steps. This helps pupils to make connections between what they have learned before and their current learning. As a result, pupils progress well.

Pupils have positive attitudes to learning. The school has ensured that teachers know their subjects well. Teachers check pupils' understanding to find out what pupils have learned and what they can remember. However, at times, the information gathered from

these checks is not used to respond to pupils' needs. As a result, some pupils find their work too easy because they are not sufficiently challenged to learn more, or to deepen their understanding over time.

The school makes sound use of staff's knowledge of their pupils, combined with multi-agency expertise, to identify pupils with SEND. The school works alongside pupils with SEND and their parents to devise strategies to help them to access the curriculum. These strategies are used to adapt the learning to match their needs. As a result, pupils with SEND progress well.

The school has created and embedded a love of reading in its pupils. As soon as children start in Nursery, they learn pre-phonics knowledge that sets them up well for Reception. The school has ensured that all staff have the expertise to teach phonics. Pupils who struggle to read receive one-to-one support. These pupils catch up quickly and become fluent readers. Staff read to pupils daily during story time. This is a highlight of the school day. Careful consideration has been given to the books that pupils read. Pupils choose books that spark their interest, and some books support their learning about wider curriculum topics, such as diversity.

The personal, social and health education curriculum has been carefully planned in a logical order and is linked to the school's rules of 'be ready, be respectful, be safe'. This is done particularly well in religious education where pupils learn to respect all cultures and faiths that exist in their community and beyond. Pupils visit places of worship and learn about a wide variety of festivals. As a result, mutual respect permeates throughout the school. As pupils get older, the topics build on their knowledge in an age-appropriate way. Pupils are taught how to stay safe, and they develop their understanding of different families and what a healthy relationship is. Pupils with SEND are given extra guidance to ensure they have secured this knowledge.

Staff report high levels of engagement and appreciation for their work-life balance. The school takes on board parents' views and engages with them positively to support pupils. Leaders systematically review what is working well and what is not. As a result, they have an accurate view of the school and know what to do to make it even better.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, staff do not use the information obtained from formative assessments to identify the next steps in pupils' learning. This means that some pupils are not challenged to deepen their understanding and learning. The school should ensure that their assessment policies are implemented consistently to meet the needs of all pupils in order to maximise their learning.

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 February 2014.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104327
Local authority	Wolverhampton
Inspection number	10294512
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	322
Appropriate authority	The governing body
Chair of governing body	Karon Budding and Hannah Langhorn (Co-chairs)
Headteacher	Zoe Rollinson
Website	www.lanesfieldprimary.co.uk
Date of previous inspection	20 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider for two pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspector held discussions with the headteacher, senior and middle leaders, the special educational needs coordinator, the designated safeguarding lead, the school improvement partner and governors.
- The inspector carried out deep dives in these subjects: reading, mathematics and religious education. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also discussed the curriculum in music, physical education, and design and technology.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Sultanat Yunus, lead inspector

His Majesty's 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