

# Inspection of Park Lane Primary School

School Road, Tilehurst, Reading, Berkshire RG31 5BD

---

Inspection dates: 31 October and 1 November 2023

**Overall effectiveness** **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

Pupils are happy to attend this inclusive school. All pupils, including those with special educational needs and/or disabilities (SEND), have their needs met well. As a result, pupils enjoy their learning and are proud of the work that they do. Pupils here trust that adults will do what is best for them and will keep them safe. Pupils know how to keep themselves safe both online and in the community.

Pupils understand and live up to the school's high expectations for everyone's learning and behaviour. They eagerly demonstrate the school's 'RESPECT' values and the 'diamond rules', which are clear to see throughout the school. Staff constantly promote and discuss these with pupils. Pupils persevere with their learning; they work hard and keenly explain the value in doing so.

Pupils behave exceptionally well. They understand the importance of being respectful, helpful and kind. They wear their 'values' and 'star' badges with pride. They excel in their roles as house captains and school councillors. They take the responsibility of exemplifying the school values to each other very seriously. In doing so, they make a strong contribution to the caring environment that can be seen around the school.

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

The school has put in place a well-considered, sequenced and ambitious curriculum. From Reception onwards, the school has thought about the small steps in knowledge pupils will learn and in what order. The school has constructed this curriculum to be inclusive so that all pupils, including those with SEND, will achieve well.

A small number of foundation subjects have recently been enhanced. The school has made these changes to ensure that all pupils are prepared for future learning. As this work is not yet fully embedded, pupils are not learning as well as they could in these subjects. Assessment of pupils' learning in these subjects is also not as effective as the school intends it to be. However, this work is part of the school's plan and it knows the actions it needs to take to make improvements.

The vast majority of the curriculum, especially in core subjects, is deeply embedded and pupils achieve well. Pupils with SEND achieve well because of the effective adaptations teachers make to lessons. These pupils have their needs identified carefully and they are supported effectively by staff.

Teachers plan engaging and meaningful activities to ensure that pupils will build knowledge securely over time. This is clear to see in Reception, where the activities set out by staff are well thought through and lay the foundations for learning in Year 1. Staff use information from assessments to spot when pupils have gaps in knowledge. They put in place support to close those gaps rapidly. This is most evident to see in the teaching of early reading, where staff are highly skilled in

spotting when pupils have fallen behind. They put in place expert support and activities to make sure all pupils are able to keep up and learn to read with confidence and fluency.

The school is highly focused on pupil's personal development. Pupils learn about various religions, cultures and traditions. They are taught to be inclusive and respectful of difference in all its forms. Their strength of character is evident to see in the superb conduct they show in both their interactions with each other and with adults in school. The school offers a wide range of clubs and experiences for pupils, based on the individual talents and interests of pupils. Pupils often run their own clubs, showing leadership and thought to make sure that they are successful. In addition, the school goes to great lengths to ensure that vulnerable pupils access new and enriching experiences. Pupils are very well prepared for life in modern Britain.

Exemplary behaviour from pupils is evident both inside and outside of the classroom. The school actively teaches pupils how to manage their emotions and behave well. In Reception, children learn the important rules and routines of school. Throughout the school, all consistently stick to these rules. Lessons take place in purposeful and calm environments. Low-level disruption is extremely rare and does not impact the learning of others.

Staff are very proud to work at this school. They are inspired by the vision the school has and feel valued for the work that they do. Governors and leaders know this school well and are precise in their plans to make the provision for all pupils the best it can possibly be.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a small number of foundation subjects, the school has not yet fully realised its vision for how the curriculum will be taught and assessed. Consequently, pupils do not secure the range of knowledge that they could across the curriculum. The school should continue to develop staff so that all have the knowledge they need to ensure that pupils can build coherent knowledge over time in all subjects.

## 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

<b>Unique reference number</b>	109790
<b>Local authority</b>	Reading
<b>Inspection number</b>	10287818
<b>Type of school</b>	Primary
<b>School category</b>	Community school
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sarah Tapliss
<b>Headteacher</b>	Nicola Browne
<b>Website</b>	<a href="http://www.parklaneprimary.school">www.parklaneprimary.school</a>
<b>Dates of previous inspection</b>	20 and 21 March 2018, under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- The infant and junior departments are on separate sites.
- The school is part of The Federation of Park Lane and Moorlands Primary Schools.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other members of the leadership team. They also met with the chair of governors and five other members of the governing body.

- The lead inspector also met with representatives from the local authority.
- The inspectors carried out deep dives in the following subjects: early reading, mathematics, history, geography and computing. For each deep dive, inspectors held discussions about the curriculum, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour around the school and in lessons. They also spoke to pupils in lessons and during playtimes and lunchtimes.
- The inspectors considered a range of documents, including leaders' evaluations of the school, their school improvement plan and minutes from governors' meetings.
- The inspectors spoke to parents and carers and considered their responses to Ofsted Parent View.
- The inspectors took account of the views of staff through conversations and the responses to the online staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors: 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**

Nina Marabese, lead inspector	His Majesty's Inspector
Ally Aldridge-Gibbons	His Majesty's Inspector
Bill James	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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023