

Inspection of Loughton Manor First School

Paynes Drive, Loughton, Milton Keynes, Buckinghamshire MK5 8FA

Inspection dates: 2 and 3 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils thrive in this energetic school. They live out the school's mantra of 'happy and safe'. They know who to talk to if they have any worries and that staff will help them if they need it. This gives pupils confidence to be themselves. They are keen to talk to adults about their school and consider the school to be kind and welcoming. Pupils enjoy a wide range of extra activities. Because families are so well known, the school is able to ensure that potential barriers to participation are addressed to ensure everyone is included.

Pupils are joyful. At break and lunchtime, they run, climb and dance. Playing air guitar and the mud kitchen are regular favourites. Equally, when pupils want a quieter break, they read and engage in quiet play together. They quickly settle back into lessons because they enjoy their learning and know the school's routines well.

The school is ambitious for all pupils. In lessons, pupils of all ages are eager to learn and use their knowledge. As soon as they enter Nursery, children are taught to communicate effectively. They express themselves well and listen to others with care and attention. Should they have a disagreement with a classmate, they know how to resolve their differences in a mature manner.

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

This school has a highly positive culture that focuses on enabling pupils to learn and succeed. It is deeply rooted in its community and knows its families well. Parents are very positive about the care and attention that their children receive. Pupils with special educational needs and/or disabilities (SEND) are well known, and the school carefully plans the support that they receive to achieve well.

Much of the school's curriculum sets out precisely what pupils need to learn. In most subjects, lessons develop pupils' knowledge and love of learning. For example, phonics and mathematics lessons help pupils to quickly build their reading and number skills. However, in a small number of subjects, the curriculum is newer and is not yet as secure. In these subjects, pupils are not consistently building their knowledge and understanding as well as leaders intend. Further improvements are being made to ensure that learning consistently meets the school's high ambition.

In most lessons, pupils' attitudes to learning are excellent. Children in early years are eager to join in and practise what they have learned. They are very well prepared for the move to Year 1. Currently, leaders are ensuring key stage 1 pupils get the opportunities for extended writing and independent work to ensure they are fully prepared to learn well in key stage 2.

Pupils' personal development is exceptionally well considered. The school makes sure that pupils are taught the skills and knowledge they need about their local community as well as the wider world. For example, there is a focus on teaching all children to ride a bike by the end of Reception, so that they can make use of the

local cycle paths. Pupils are helped to understand the importance of equality. They like how the school's diversity and pupils' individual differences are valued and celebrated. They are certain that everyone is treated fairly and included.

The school ensures that pupils in all year groups are taught to communicate well. Pupils start their daily circle time by greeting each other in a range of languages. They are courteous and wait their turn. This mutual respect helps pupils to feel valued, important and able to do their very best. In Nursery and Reception, children express their feelings and ideas well. Their play is both shared and detailed. It is aided by the rich resources and equipment on offer and by high-quality, targeted interaction with adults. Children are keen to help each other and understand that by working together they can achieve more. For example, they help each other to cut out and attach paper superhero capes as part of their shared role play, leading to deeper and more meaningful play.

Reading is a high priority. Phonics teaching is consistent and effective. Stories play a regular part of every pupil's day. Parents are helped to support at home through clear phonics information. The school's regular reading events, such as 'Books at Breakfast', are very well attended. Pupils with SEND receive additional help with their reading if they need it. Similarly, other pupils who are not yet fluent readers benefit from regular intervention and catch-up sessions that build their skills and confidence.

The school is diligent in identifying any areas where pupils or families need extra support. For example, the school uses a range of methods to help pupils attend regularly. Targeted support is in place for those who find attending regularly more difficult to ensure they do not miss out on any of the education on offer.

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 learn as much as they could. The school should continue to implement the curriculum in these subjects so that the essential knowledge and skills that pupils need build securely over time.

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	131348
Local authority	Milton Keynes
Inspection number	10267899
Type of school	First
School category	Community school
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair of governing body	Paul Hussey
Headteacher	Daniela Thompson
Website	www.loughtonmanorschool.co.uk
Dates of previous inspection	1 and 2 December 2010, under section 5 of the Education Act 2005

Information about this school

- The headteacher and other members of the leadership team took up post after the previous inspection.
- The school uses no alternative provision.

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 of the school since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, special educational needs and disabilities coordinator, curriculum leaders and other staff.

- The inspectors met with the chair of governors and other members of the governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, design and technology, and history. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspectors listened to a sample of pupils read. Inspectors also viewed a sample of work from other curriculum areas.
- The inspectors examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- 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.
- The inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys.

Inspection team

Ed Mather, lead inspector

His Majesty's Inspector

Sarah Brinkley

Ofsted Inspector

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