



Long Lane Primary School

Inspection Report

Unique Reference Number 109853
LEA West Berkshire LEA
Inspection number 278291
Inspection dates 12 December 2005 to 13 December 2005
Reporting inspector Steven Hill AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Long Lane
School category	Community		Tilehurst
Age range of pupils	4 to 11		Reading RG31 6YG
Gender of pupils	Mixed	Telephone number	0118 942 7187
Number on roll	255	Fax number	0118 942 7187
Appropriate authority	The governing body	Chair of governors	Mrs Anne-Marie Graham
Date of previous inspection	8 May 2000	Headteacher	Mr Michael Lambden

Age group 4 to 11	Inspection dates 12 December 2005 - 13 December 2005	Inspection number 278291
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Long Lane is an average sized primary school, situated in a residential area of Tilehurst, near Reading. The vast majority of pupils are of white British heritage, with the rest from a variety of other ethnic groups. Pupils' social and economic circumstances are above average overall. Relatively few pupils have learning difficulties or disabilities and no pupils are at the early stages of learning English. On the whole, the attainment of children on entry to the Foundation Stage is above average. The school has one class in each year group up to Year 2. Numbers go up considerably from Year 2 because of a large intake from a nearby infant school each year. Records show that the overall attainment of pupils on entry to Year 3 is average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where all pupils achieve well. The school gives good value for money. Consistently good teaching leads to good progress in lessons. An interesting curriculum with significant strengths in the performing arts underpins this. Substantial recent improvements in provision ensure that all pupils get off to a good start in the Foundation Stage. Standards are generally above average and often well above. The school does particularly well in writing. Results of national tests at Year 6 were weaker in science last year and the school has correctly identified that this was because too little emphasis was placed on investigative work. The school is hampered in developing pupils' information and communications technology (ICT) skills because of the lack of space and limited equipment. Teachers work effectively to overcome the limitations and pupils reach satisfactory standards. Personal development is good. Pupils behave well and form very good relationships with each other and with staff. Pupils thoroughly enjoy their learning and, by Year 6, develop into articulate, caring and mature young people. Pupils are well cared for and given good guidance. The school keeps very thorough records to track how individuals are getting on in English and mathematics, and responds effectively to address any issues that arise. Assessment records in other subjects, while satisfactory, do not give as clear a picture of how pupils are doing. The school is particularly good at integrating and caring for pupils who have had difficulties in their previous schools. Parents are strongly appreciative of what the school does for their children. The school is well led and managed and has a clear view of its strengths and weaknesses. Good track is kept of pupils' performance and the quality of teaching. The school has made sound progress since the last inspection, and the good self-evaluation procedures mean it is well placed to improve in the future.

What the school should do to improve further

* Raise standards in science by giving pupils more opportunities to plan and perform investigations* Raise standards in ICT by implementing the current plans to improve accommodation and equipment* Improve assessment systems in subjects other than English and mathematics.

Achievement and standards

Grade: 2

Achievement is good throughout the school for all pupils, including boys and girls and those from different ethnic groups. Pupils start in reception with standards that are above average and make good progress. By the end of Year 2, standards are usually significantly above average in reading, writing and mathematics. Pupils in Year 3 generally start with average standards, or slightly above, because of the large proportion who join the school from elsewhere at this point. They make good progress in the junior classes and standards by Year 6 are above average, and sometimes well above. They generally meet the challenging targets set for them. The results of tests in 2005 were lower than in past years. Results for reading, writing and mathematics were above

average, but only average in science. The school has correctly identified that the weaker science results were due to a lack of emphasis on investigative work. Detailed records show that individual pupils in this group generally made good progress in English and mathematics.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. The head teacher and staff have created a positive school climate where all pupils thrive. Pupils respond well to the clear expectations set out in the school's Code of Conduct. As a result, behaviour is good in lessons and around the school. In Year 6, pupils' behaviour is often outstanding. Relationships within the school are very good overall and outstanding by Year 6. Pupils show care, consideration and respect for others. They have good knowledge of other religions and cultures. For example, Year 5 pupils know a lot about Judaism following their visit to a synagogue. Assemblies provide good opportunities to consider others and to celebrate achievements. Music and literature contribute well to pupils' cultural and spiritual development. Pupils enjoy coming to school and attendance is above average. They have positive attitudes to learning and participate well in the activities provided. As one Year 6 pupil commented, 'Lessons are fun and enjoyable.' Pupils feel secure and know how to keep safe and healthy. They make important contributions to the community. There are musical performances at the local church by pupils and significant sums of money have been raised for 'Feed the Children' and the Tsunami appeals. Members of the school council take their responsibilities seriously and are working to further improve playtime facilities. Their good basic skills and ability to work together prepare pupils well for adult life.

Quality of provision

Teaching and learning

Grade: 2

The consistently good teaching is the major factor in the school's success. Teachers have very good relationships with their pupils, and treat them with respect and kindness, while making clear their high expectations of work and behaviour. Pupils like their teachers and respond by working hard and doing their best. Lessons are well planned and organised and have a good pace, so pupils are involved and interested. Work is matched well to pupils' needs, particularly in English and mathematics. Good links are made between subjects, and pupils in Year 6 explained that this made work more interesting and enjoyable. Challenging questioning, lively presentations and a good use of humour all help move the best lessons along productively. Teachers are working to give pupils more experience of experiments in science, and a good lesson observed in Year 5 showed this to be effective. Teachers are starting to make good use of the interactive whiteboards to make work more interesting and understandable for pupils.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that supports good achievement and high levels of enjoyment from pupils. The development of important skills, including healthy lifestyles and personal safety receive good attention. Facilities for ICT are just adequate but there are clear plans to improve these. The relative weakness in scientific investigation last year is being addressed. There have been significant improvements to the Foundation Stage curriculum recently. All areas of learning are carefully planned through interesting topics such as toys, or mini-beasts. The accommodation is more spacious and a well-designed outdoor play area has been constructed. A good range of clubs and visits successfully develops pupils' interests and skills. Popular clubs include cookery, football, lacrosse, ICT and French. A residential visit to the Isle of Wight is planned for older pupils in the summer. Performing arts are very strong. A 35-piece orchestra and a large choir give impressive performances. During the inspection, younger pupils rehearsed and performed high quality Christmas productions. Each year group presents a production involving drama, dance and music at different times of the year.

Care, guidance and support

Grade: 2

Pupils are cared for well and arrangements for safeguarding pupils are good. Procedures for monitoring pupils' academic and personal progress are effective and enable them to achieve well. They include the very careful tracking of each individual's attainment in English and mathematics. However, the data gathered in other subjects does not give as clear a framework to chart overall standards and progress. There is a comprehensive and effective personal, social and health education programme. All adults know pupils' individual needs, and children are confident that they have a trusted adult to turn to if they have problems. Child protection procedures are in place and understood by all members of staff. Parents value the safe, sensitive and caring environment. One said 'I am extremely happy with Long Lane for its commitment to meeting children's educational and social needs.' Procedures for promoting good attendance and punctuality are effective. There are robust arrangements to promote health and safety and partnerships with other agencies are strong. Care, guidance and support for pupils with learning difficulties and disabilities are good.

Leadership and management

Grade: 2

Good leadership and management underpin the school's many strengths. The headteacher gives a very clear lead to the whole school community. Together with senior managers, he leads an effective team who dedicate themselves to providing as well as they can for their pupils. This means that the school has made continual improvements over the last few years, and is well placed to improve further. Governors have a good understanding of the school and provide effective support. Parents'

appreciate the work of the teachers and the way the head is very 'visible' at the start and end of the day. One wrote, 'I cannot praise this school and the teachers enough and the head is the guiding light who leads by example.' Self-evaluation procedures are good. Parents and pupils are appropriately involved in contributing their views. Good procedures are in place to monitor teaching and learning, and to keep a careful track on how pupils are getting on, particularly in English and mathematics. The school makes effective use of the information gained to re-enforce good practice and to address any issues which arise. The way the school is already putting procedures into place to improve assessment, and to increase the emphasis on investigative work in science, exemplifies this.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for all your help when we inspected your school. We enjoyed talking to you and watching you in your lessons. This is what we found out.

Long Lane is a good school because children make good progress in their learning. You are particularly good at English, especially writing. You usually do well in science, although in last year's tests at Year 6, the children didn't do quite so well, because they hadn't had enough chance to work on experiments. Considering how little equipment you have for ICT, we think you are doing well in this subject. We were impressed by your good behaviour and by how hard you try in your lessons. You get on well with each other and with the adults in school. The older children are particularly caring of the younger ones. You are starting to have a real say in how the school works, through the school council. Your teachers are good at helping you to learn and they give you lots of interesting things to do. You all seem to enjoy learning, and lots of you take part in all the different clubs after school. We enjoyed watching the younger children's play rehearsals. We thought that they were very good. The adults in the school take great care of you and keep a careful eye on how you are getting on, particularly in English and maths. They don't have quite such good records of how you are doing in other subjects. The headteacher, with the help of the other teachers, organises the school really well. Your parents are very pleased with how you are doing. There are three things that we think would help the school to get even better.

* You need to spend more time planning and doing experiments in science, particularly in the older classes* You need more space and better equipment for ICT, so that you can learn even more in this subject* Your teachers need to have better records of how you are doing in different subjects, so they can help you to make better progress.