



Lane End Primary

Inspection Report

Unique Reference Number 110320
LEA Buckinghamshire LEA
Inspection number 278405
Inspection dates 13 October 2005 to 14 October 2005
Reporting inspector Jeffrey White AI

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

Type of school	Primary	School address	Edmonds Road
School category	Community		Lane End
Age range of pupils	3 to 11		High Wycombe HP14 3EJ
Gender of pupils	Mixed	Telephone number	01494881169
Number on roll	166	Fax number	01494883640
Appropriate authority	The governing body	Chair of governors	Mrs L May
Date of previous inspection	27 November 2000	Headteacher	Mrs Denise Starr

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Although some pupils come from privately owned homes most live in local authority accommodation. Pupils are predominantly of white British origin and a few are from minority ethnic groups. The percentage of pupils eligible for free school meals is above the national average. The proportion of pupils with learning difficulties and disabilities (LDD) has risen steadily over recent years and is now above average. Attainment on entry to the nursery is broadly below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection findings support the school's view of its effectiveness. This is a good school that has improved quickly in the last two years. The headteacher has worked tirelessly and very effectively to move the school forward and standards and achievement are rising. She has the support of staff, governors and the vast majority of parents. Value for money is now good. Improvement since the last inspection has been rapid in recent times and the capacity to continue to improve is good. Although standards in the national tests vary, largely because of the effects of a high turnover of pupils and differences in prior attainment, pupils' are achieving well because of the good teaching and learning. Quality and standards in the Foundation Stage are satisfactory. Although progress is good by the end of the reception, in the nursery the children are not always challenged enough by the tasks they are set. The outstanding care, guidance and support and the improved teaching and learning help pupils' overall achievement considerably. Pupils enjoy their work considerably.

What the school should do to improve further

Ensure that expectations in the nursery are consistently high enough.

Achievement and standards

Grade: 2

Achievement and standards are good and results are improving at a rate that exceeds the national trend. Pupils are making good progress between Year 2 and Year 6. In the work seen during the inspection there was every sign that pupils' overall progress is continuing to improve. The headteacher and staff analyse test results thoroughly and use the findings to help set challenging targets for pupils' performance. Pupils are well aware of their targets and are meeting them well. Pupils make good overall progress in the reception class and are well on course to meet the early learning goals by the time they enter Year 1. Progress in the nursery is satisfactory. The quality of provision in the Foundation Stage has improved considerably since the last inspection and in the nursery could now improve even further. Pupils with LDD achieve as well as their peers because they are guided and supported extremely well. High attaining pupils are challenged well in lessons and the school's national test results also indicate that they achieve their potential. The few pupils of minority ethnic background also make good progress.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils are happy learners and enjoy their work. They have very good attitudes, behave well and attend regularly. The attendance rate is in line with the national average. Pupils participate very well in lessons and in a range of extra-curricular activities during the lunchtime breaks.

Relationships are very good and teachers and learning support assistants provide good role models. Pupils say that the teachers always have time for them and they are confident that their views, thoughts and feelings will be listened to and acted on where appropriate. For example, pupils in the school council successfully made a plea for more outside play equipment. Pupils' spiritual, moral, social and cultural development is good. They show consideration for one another and the regular use of circle time develops their confidence and self-esteem as well as their moral and social awareness. Spiritual and cultural development is supported through their learning and understanding of other faiths and cultures. Teachers build on this during worship and in subjects such as art, music and history. From their learning in physical education, science, and personal, social and health education (PSHE), pupils are very sure about how to be safe and healthy. They enjoy healthy snacks of fruit and vegetables and are beginning to understand the importance of making healthy eating choices. Pupils make a positive contribution to the life of the school and the community. Their self confidence is developing very well.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall with some significant strengths. The rising value added score in the national tests, rising standards and improved progress indicates that teaching is successful and improving. Overall, the range of pupils' needs is met well. Pupils with LDD and the most able are generally challenged well. Support for pupils with LDD is well planned and sensitively undertaken. Pupils in Year 6 especially, made it very clear to inspectors how much they valued knowing their individual targets and how much they enjoyed the teaching. Key strengths in the teaching include encouraging pupils to talk about their work and explain their thinking, and discussing how far learning objectives have been met. Opportunity for pupils to discuss their work in pairs is a positive feature of lessons and pupils rise to the challenge. Occasionally, the brisk pace and challenge evident in most lessons are less demanding and, as a result, pupils make satisfactory rather than good progress. Very harmonious relationships are a feature of all lessons and contribute significantly to pupils' confidence when they seek and receive help. Marking is very thorough and consequently pupils are well aware of how to improve their performance. Pupils usually work diligently, co-operate well and are acquiring basic skills thoroughly. Teaching is good in the reception class and satisfactory in the nursery.

Curriculum and other activities

Grade: 3

The school judges its curriculum to be satisfactory and inspectors agree. The quality and range of the curriculum meet the needs of all learners. Teachers plan together and track and check pupils' progress. Teachers also make links between subjects to give pupils a wider understanding of the topic they are studying. For example, music

and history are linked when learning about World War II as the pupils work with the City of London Symphonia on songs of that era. The regular use of computers is improving now that the school has updated and increased its resources. In the reception class the children undertake interesting and relevant activities and they make good progress. Visits and visitors to the school add to the pupils' enjoyment of learning and clubs and enrichment activities are offered mainly during the lunch break. Discussions in personal, social and health education (PSHE) help pupils learn how to stay safe and healthy.

Care, guidance and support

Grade: 1

Care and support for pupils are outstanding and consideration for their safety and well-being is an intrinsic part of the school's ethos. Pupils' academic and personal development are monitored carefully and their individual needs are met successfully. As a result, most pupils achieve well and make good progress. Vulnerable pupils are given excellent support and arrangements for child protection are strong with the school seeking advice and support from external agencies when necessary. Health and safety procedures are reviewed regularly. Well-planned PSHE lessons, circle time and assemblies support and promote the pupils' personal and emotional development very well. The older pupils express overwhelming confidence in their teachers and enjoy school. Pupils are taught how to take care of themselves and to make healthy and safe choices. The inspectors agree with the positive views of the parents who wrote to express their appreciation of the way the school supports their children. Courses such as 'Keeping up the Children' are helping parents and carers to become more involved with school as well as providing a service for the community.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher provides strong and highly purposeful leadership and is successfully moving the school forward rapidly. The relatively inexperienced senior leadership team has a clearly defined leadership role and is fired with enthusiasm. The determined commitment to improve the school is bearing fruit because teaching, achievement and standards are improving and the staff are working well as a team. The school is well organised and runs smoothly. The leadership of care, guidance and support is especially successful and ensures this is an inclusive school in which pupils feel happy and confident. Governors are becoming more involved in strategic planning and taking account of the school's work by, for example, visiting classes with a particular focus in mind. Careful management of the budget has moved it out of deficit. The governors now fulfil their responsibilities satisfactorily. Monitoring and evaluation of standards, progress, and teaching are thorough and have helped to set realistic targets for pupils' performance. Effective action has been taken. For example, as a result of a scrutiny of pupils' work, teachers have sharpened up the learning objectives and increased the challenge for pupils. Consequently, progress in lessons has improved. Good links are made with parents

and their views are sought. Relationships with parents have improved and the school is working hard to involve parents more actively in their children's education.

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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	3	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	3	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	3	NA
How well learners enjoy their education	1	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	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?	3	NA
How well are learners cared for, guided and supported?	1	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	3	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 very much for your help during our visit to your school. We enjoyed meeting you.

Your school is a good school and is quickly getting better. This is because your headteacher and teachers work very hard to make sure that you enjoy your work and make good progress. You told us how much you like your school and you were pleased to have targets to help you improve and you really like talking about your work. Your headteacher, teachers and others that work in your school take really good care of you and guide and support you when you need help.

You behave well and your attitudes to your work are very positive. Your teachers teach you interesting lessons and with your help they will continue to make them even more interesting. We think that the children in the nursery are happy and enjoy their activities. We also think that sometimes their teachers could give them harder work.